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ABSTRACT

Recognizing that different groups of students have different reasons for learning a second language, different language needs, and different intellectual capacities and abilities, this guide presents recommended language skills for an eclectic approach to English as a second language instruction. The language and reading scope and sequence for grades one through twelve include (1) attitudes and values that take into consideration the sociocultural context in which the second language operates, (2) a list of concepts that explain in a very simple way how language operates and how the meaning is related and expressed by the forms within the sentence, (3) language functions or acts that explain what the students can do through language, (4) the grade in which the linguistic skill should be initiated, and (5) specific time distributions per grade for the skills listed. (HOD)

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COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION
ENGLISH PROGRAM

CURRICULUM GUIDE FOR THE TEACHING OF ENGLISH IN THE PUBLIC SCHOOLS OF PUERTO RICO

* * *

GRADES ONE TO TWELVE

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Puerto Rico is a young country; young, when it is measured against the historical millenia of places like Egypt, China, and Babylonia. Nevertheless, Puerto Rico has many years of historical experience in the learning of second languages. There were Indians who, upon the arrival of the "Conquistadores," learned Spanish. There were Spaniards who learned the Taino language. The Africans learned Spanish, and the descendants of all these groups have learned English. There are even some who have learned English to such a degree that it has become the language in which they are most adept.

Through the ensuing years, the Department of Education has made every effort to learn from our historical experience, to synthesize these experiences and then to improve the teaching and learning of language in Puerto Rico. We continually seek to improve the competence of those who teach, and by so doing, to improve the achievement level of our students in language learning. The Department of Education is continually searching for strategies and alternatives directed toward these ends.

The Curriculum Guide for the Teaching of English in the Public Schools of Puerto Rico is one more attempt to meet the on-going needs of language learning and teaching. It brings together the philosophy, the basic pedagogical and linguistic principles, the structural framework and other related aspects upon which the English Program is based, which will then serve to give a consistent direction to the Program, while allowing for the creativity of the teacher, as well as providing for valid projections. It will also serve as a basis for curriculum revision and/or development, thus facilitating the curriculum technician's work. The Guide's wide perspective will give the teacher and the learner a sense of where he or she is in the total process, and where they are going. Since this is a working document we will appreciate your reactions and recommendations so as to secure a comprehensive and functional final document.

The effort and dedication of the English Curriculum Specialists from the Curriculum Unit of the Department of Education, who worked in close coordination with the English Program Staff, have made this Guide a reality. To them our deepest appreciation.

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INTRODUCTION

The teaching of a language as well as any other subject matter, must correspond to the demands of the society and the rapid development of new fields of knowledge. To meet this challenge, the curriculum must be continually reviewed in the light of present and future needs.[1]

Because students do study a second language for a variety of reasons, both language teachers and other educators should be fully aware of them. This awareness will help them meet the constant and urgent needs of their varied clientele.

The teaching of English in Puerto Rico has been a cornerstone in the liberal educational trend striving to extend knowledge into new dimensions. Thus, the validity of second language learning has increased and become one of our priorities.

The needs of our society, both internal and external, are the backbone of a sound rationale for a language program.

PROGRAM PHILOSOPHY

RATIONALE

Based on the latest research on the psychological and physiological development of individuals, it can be stated that human activities foster human growth.[2]

Language learning, is a human activity which of course includes second language learning. Since one of the basic goals of our System is to provide each student with the opportunity to develop every aspect of his or her personality and talents to the fullest, then each student should have some experience in the learning of a second language.

The internal and external benefits to be gained from broadening the student's experience and potential through second language study must be emphasized. Although all reasons might not be valid for all groups, each group will decide which benefits are more suitable to their own situation.

1/ Kemp, Jerrold E. Instructional Design: A Plan for Unit and Course Development. Second Edition. Fearon Pitman Publishers Belmont. 1977

2/ Chastain, Kenneth. Developing Second Language Skills: Theory to Practice. Second Edition. Rand McNally. Chicago. 1976

PSYCHOLOGICAL OR INTERNAL BENEFITS

Internal changes take place within the individual while being exposed to second language study. Although these changes are primary, they are not easy to detect. A comprehensive language program should stress the external benefits also so as to foster the development of the psychological ones, since it is a well known fact that individuals will find value rapidly in those areas which are more concrete, practical, and relevant to their immediate needs.

Through language learning, students can acquire insights into life and life styles which will prepare them to cope with and appreciate their own situation in the personal as well as in the cultural aspects.[1]

These new insights will help students understand themselves and define their own roles and as a consequence, they will develop tolerance toward people with different life styles. These positive factors must be developed with the goal of creating a sense of personal and cultural worth as well as a broad view of the world, which will help students adapt to a pluralistic society like our own, and to a world in transition. In terms of future circumstances, second language study can prepare students to deal with new events, either local, national, or international.

Another positive psychological outcome of second language learning is the development of intellectual flexibility in creative and divergent thinking. Educational psychologists have been able to enhance human cognitive development by means of selected language activities. [2]

The learning of language requires constant effort and self discipline on the part of the students. There is no doubt that this persistence will have a sound psychological effect on them, that eventually can be transferred to other subject matters and aspects of personal life.

PRACTICAL OR EXTERNAL BENEFITS

Other related benefits are secondary and dependent upon the psychological insight for their validity and practical application. [3] Though these benefits outnumber the internal ones, once more it must be stressed, that internal changes establish a solid basis for the greatest success in the external world.

1/ Twyford, Diehl and Feathers. Monographs In Language and Reading Studies: Reading English as a Second Language: Moving from Theory. Indiana University. Number 4, March 19, 1981.

2/ Chastain, Kenneth. Developing Second Language Skills: Theory to Practice. Second Edition. Rand McNally. Chicago, 1976.

3/ IBID

To justify the place of a second language in the curriculum, one must consider first whether this language is in widespread use. English decidedly is. The ability to communicate in English at our local level, although of great value, is subordinated to its widespread use all over the world.

In addition to the ability to communicate directly with people of other countries, other advantages which are derived from this experience must be clarified.

After having experienced second language learning, projections should be made as to what to do with the knowledge, skills, insights, and appreciations gained through this experience. Decisions will depend upon the individual or collective philosophy and the societal roles expected.

As stated above, the English language has become a tool for international communication, making possible the social potential for relating more fully and effectively with others. Knowing the language will help people get acquainted, communicate, and share ideas with persons of other nations. It will also help individuals become aware of the effects of world opinion and its impact on their personal lives. In addition to this broad understanding, more specifically, knowing English, will enable the local residents to keep and strengthen family ties with their relatives living on the mainland. On the other hand, communication with larger concentrations of non-Spanish speakers on the Island will be possible. Thus, migrant groups, and other social groups within our general culture, will have the opportunity to relate to their fellow citizens. As a result of such broad and meaningful communication, local, national and international relations and cultural associations will improve.

"The knowledge and skills acquired through second language study will help the learner to cope with the language requirements for careers in trade and commerce. They will also make possible the acquisition of primary or secondary skills in one's chosen profession or trade. For those who will pursue higher education second language learning will be a tool for advanced studies or a career either in the social-political sciences, science, engineering or modern technology.

"As a result of second language proficiency, persons who become government employees will be prepared to work either in local agencies or in diplomatic corps and foreign service. Individuals will also have access to a great heritage of culture and thought.[1]

"The development of second language skills is also a process which will help enhance skills in one's own language. Thus, language proficiency in one language complements language proficiency in the other.

---

1 Rivers, Wilga M. Teaching Foreign Language Skills. The University of Chicago. 1972

The complexity of the economical development among nations calls for a language environment which will foster the growth of international business, and foreign investments. English is fast becoming the language of international communication in the business world. The geographical position of Puerto Rico at the threshold of North, South, and Central America demands that more than one language be spoken here.

This geographical position offers the island an excellent opportunity to participate in the international tourist trade and to serve as an intermediary between two or more distinct cultures, thus fostering socioeconomic and political interdependence among all the American nations.

The skills acquired through second language study are very useful for the maximum enjoyment of leisure time. They make possible pleasant and profitable activities, such as traveling, eating in ethnic restaurants, and making new friends. People can use these skills to keep up with the news, watch foreign films, listen to short wave radio programs, watch international television broadcasts, as well as read books, magazines, and newspapers in more than one language.

MISSION AND FUNCTION

The public education system of the Commonwealth of Puerto Rico recognizes the importance and relevance of the English language and thus includes it as an integral part of its curriculum for grades 1 through 12. In harmony with this recognition the English Program has stated the goals or overall aspirations for the teaching of this language.

The English Program curriculum has set forth the following goals:

1. To develop in each student the necessary affective and cognitive skills for communicating in English so as to fulfill each student's potentiality to lead a socially and economically rewarding personal life.

2. To promote a greater and fuller understanding and appreciation of the history and culture of Puerto Rico and other Spanish speaking countries, and of the United States of America, and other English speaking nations.

3. To develop in each student the skills necessary to establish effective communication, social exchange, and better understanding of their fellow citizens in the U.S.A., of non-Spanish speaking residents in Puerto Rico, of relatives abroad, of English speakers in the Caribbean, and speakers of English from other parts of the world.

4. To provide the students with the opportunity to become better informed citizens who can participate more actively and gainfully in the political and socio-economic development of the island.

5. To develop in the students all the necessary skills in English which will prepare them for the appreciation, understanding, and enjoyment of English literature in both its artistic and technological or scientific manifestations.

6. To provide the students with an additional language tool which will permit further professional or occupational advancement.

These goals and aspirations, as stated above, are in agreement with the overall goals of the general curriculum for the Puerto Rico public school system as stated in the document: "Metas y objetivos generales del currículo."

The achievement of these goals and aspirations in terms of mastery of the English language will depend largely on the following factors:

1. The attitude, receptiveness, and personality of the learner.

2. The interest, motivations, and the time dedicated by the learner to the practice and study of this language.

3. The individual differences such as aptitude, intellectual capacity, and learning styles.

4. The interest, support, and stimuli of the family, the peer groups, and the public in general in relation to learning and using the language.

5. The use which each student foresees for the English language and his or her present and future needs.

The degree of achievement or mastery of English by the student involves:

1. Understanding and interpreting what is heard.

2. Expressing oneself orally, using correct units of speech, correct grammar, and adequate pronunciation and intonation.

3. Communicating freely one's experiences and thoughts to others in a variety of ways so that the listener can respond and react appropriately to what has been said.

4. Decoding, understanding, and interpreting that which is read.

5. Expressing oneself in writing with clarity and precision in a variety of contexts, in such a way that a reader will interpret and respond to them.

These accomplishments in the English language will prepare the students not only in the language skills area, but in creating a greater awareness of the importance of their vernacular. At the same time preparing them to appreciate those innate values which are peculiar to the Puerto Rican people and which enrich their cultural endowment.

PREMISES UNDERLYING THE ENGLISH PROGRAM

Underlying the formal English curriculum in Puerto Rico are two broad objectives: 1) to develop in the pupils the ability to understand, speak, read, and write English, and 2) to develop in the pupils habits of using English as a vehicle of communication. Also underlying the English curriculum are a series of premises1/ which serve as the basis for the selection and preparation of the material to be taught and for the way it is to be taught. These premises are:

1. The essential elements of a language may be identified through an analysis of the language as it contrasts in actual usage in the vernacular of the learner (functional load).

2. The essential elements to be learned by all students are the elements with the greatest recurrence, which are the points of contrast in the sound system and structure; the vocabulary needed for the communication process will vary with the learner's interest, and experiences (frequency of use).

3. For productive use the student needs a minimum of language forms to cover a maximum number of situations (utility); for receptive use the students must learn to respond to a wide variety of language forms as he or she has no control over the linguistic habits of others (variety, communality).

4. There are three basic stages in the language learning process: the initial stage is one of simple imitation on the part of the learner; the second stage is one in which the learner consciously selects a particular form in his attempt to communicate; the third stage is one in which the learner demonstrates a degree of automatic control over an item by using it more or less spontaneously (utility).

1/ These premises were listed by Ralph Robinett in The Teaching of English in the Public Schools of Puerto Rico and by Mary Emily Call of the Language Institute, University of Pittsburgh, and are still considered valid.

5. The essential elements of a language are most efficiently and economically learned if they are organized and presented in a systematic sequence (progressive ordering).

6. Language learning occurs in practice when the focus of attention is consistently on meaningful communication (functional load).

7. An audio-lingual approach with the reinforcements of reading and writing is the most practical approach to teaching English to the large majority of elementary level children in the public schools of Puerto Rico. The following assertions support the audio-lingual approach.[17]

   a. The basis of language is sound, therefore in the early stages reading must stem from, rather than precede oral practice.

   b. Language is a means of communication and interaction which implies understanding and reacting to the spoken word.

   c. The graphic representation of English does not provide for many features of the sound system which constitutes an integral part of the material to be mastered.

   d. The graphic system does not consistently represent the sound segments; many sounds have multiple spellings and vice versa.

   e. In the early stages, the learner is confused by the interference of the spelling system of his vernacular (Spanish, in our case) if reading precedes oral practice.

   f. In the early stages, guided oral practice affords an opportunity for faster habit formation than would occur in the extensive use of reading materials as a basic approach.

   g. In the early stages, the natural order of listening, speaking, reading, and writing is the most efficient order to achieve four-fold mastery of language forms.

17 Viñas de Vázquez, Paquita, The Teaching of English in Puerto Rico (revised) 1979 TESOL Newsletter, Volume 3 No. 3 pp. 1-2) Editor Charles Blatchford.

As would be expected, English will be taught orally in the first and second grades to give our students a background in oral English before they start reading in the second language and to allow them a reasonable time in which to learn to read and write in the vernacular (Spanish).

APPROACHES AND TECHNIQUES RECOMMENDED

As set forth before in this document, different groups of students have different reasons for learning a second language, different language needs, and different intellectual capacities and abilities. These characteristics point to the fact that the clientele of our public school system is heterogenous. This implies that our students have different learning styles that call for different teaching styles.

One thing must be clarified: "The important question is not which method of teaching is better, but which method is better for which students."[1/] Research has indicated that high-aptitude students have higher achievement scores in a cognitively based instructional system, while low-aptitude students have higher achievement in an audio-lingual system. Also, that a cognitive approach is more suitable for older students while an oral approach is more suitable for younger students. Some students learn better by cognitive procedures while others learn better by conditioning drills. Some students need individual help while others manage very well in the group-conducted class.

Based on these findings of the latest research,[2/] the English Program recommends an Eclectic approach to the teaching of ESL in our Public School System. An eclectic approach is a middle-of-the-road selection of workable techniques and activities from various methods and approaches. An aporoach is a path to a goal, such as the oral approach to learning English. A method is a general plan to implement an approach (teachers, groups, materials). A technique is an activity or group of activities within a given method. Through research and observing teacher performance, it has been found that there is no limit to what a teacher with adequate command of the language and the necessary academic background in the teaching of ESL can do. A competent, resourceful, and well prepared teacher can make use of any and all the approaches and techniques tried out so far, adapt them to his or her classroom situation and to the needs, interests, and motivations of his or her students.

1/ Chastain, Kenneth. Developing Second Language Skills: Theory to Practice. Rand MacNally. Chicago 1976

2/ Paulston, Christina Bratt & Bruder, Mary N. Teaching English As a Second Language: Techniques and Procedures. Winthrop Publishers, Inc. Cambridge. 1976

SPECIAL SITUATIONS

One of the emphases of the Regular Academic Program is the development of a diversified curriculum directed to satisfy the particular needs of certain sectors of the school population. In accordance with this proposition, provisions in the curriculum guide have been made in order to meet the special needs or conditions of the following clientele:

1. Slow students

It is a fact that not all students learn at the same pace. Each student is a unique individual. The teacher must begin where the student is.

The curriculum guide plays a significant role in the preparation and selection of instructional materials tailored for this kind of student. The sequence of skills has been mapped in such a way that it goes from the known to the unknown. The language structures follow a proper progression of difficulty, thus giving a sense of direction to curriculum specialists, evaluators, supervisors, and other decision-making personnel in the system.

2. Gifted and English-dominant students

The utilization of the curriculum guide for the preparation of materials and decision-making applies also for gifted and English-dominant students.

In addition, there are several segments in the sequencing[1/] of skills which respond very well to the needs of these two sectors of our population. Literary and research skills are suitable for this kind of student who can work independently, thus enabling him to continue, later, rather successfully, college work.

3. Disabled students

The ability and capacity for learning of each student is individualized and unique. Whether students with special learning problems become successful, will depend mainly upon how this curriculum guide is used in the preparation of materials and strategies suitable for this clientele. As stated above, the sequencing of skills responds to the needs of all types of clientele.

1/ In all facets of language learning and teaching one of the key concepts is sequencing (Chastain 1976)

E V A L U A T I O N

Evaluation has been practiced by language teachers for many years, but the purposes, functions, and techniques of evaluation of language learning have gradually been modified and improved.

Considering that language is a system of arbitrary vocal symbols which permits all people who have learned the system of that culture, to communicate or to interact, it must be stressed that behavioral changes happen in the language learner.

These behavioral changes mainly happen on the three interralated language bands: the audio-lingual band (listening and talking), the graphic material band (reading and writing), and visual-gestural band (kinesics or body language). Since language is the product of a culture and cultural views and values are in part determined or suggested by language, the learner's attitudinal behavior must also be assessed.

Broadly defined, educational evaluation is the appraisal of the growth and progress of pupils toward objectives or values in the curriculum and the assessment of the program itself.

The specific purposes or functions of evaluation are as follows:

1. To provide for the collection of evidence which will show the degree to which pupils are progressing toward curriculum goals.

2. To permit teachers and supervisors to evaluate the effectiveness of curricular experiences, activities, and instructional methods.

3. To provide a basis for the modification of the curriculum or for the introduction of experiences to meet the needs of individuals and groups of pupils.

4. To assess the student's progress toward the objectives of the course.

5. To classify or place individuals in appropriate classes or groups.

6. To diagnose the individual's specific strengths and weaknesses.

7. To point out areas where remedial measures are desirable.

Since the purposes of evaluation are of such scope, the development of a comprehensive evaluation program will establish the foundation for a solid, dynamic set-up for the development of the teaching-learning situation. Instructional decisions will be based on the data collected in the evaluation process. The use given to data collected will determine the type of evaluation techniques to be implemented.

Evaluation should be both formative and summative in its scope. The main purpose of formative evaluation is to determine the degree of mastery of a given learning task and to pinpoint the parts to be mastered. Once the areas to be remediated are identified, subsequent instruction and study can be pertinent and beneficial. In this way formative evaluation is useful, not only for curriculum design purposes, but also for instruction and student learning.

Summative evaluation has as its primary goals, grading or certifying students, judging the effectiveness of the teacher and comparing curricula. It determines the degree to which the larger outcomes have been attained over the entire course or some substantial part of it.

A comprehensive language evaluation program should include the use of a variety of measurement instruments and techniques. Subjective-informal techniques must be included in such program. A combination of these techniques should be used to evaluate various outcomes of language instruction both at the summative level and the formative level.

Subjective-informal techniques such as teacher observation, group discussion, group interviews, individual interviews, logs, diaries, checklists, rating sheets, anecdotal records, and examination of children's work are quite helpful in all areas of the curriculum.

Objective-formal techniques of evaluation are used at selected points of the program. Included among them are standardized tests that are available for all subjects, teacher-made tests related to units of instruction, rating scales and inventories of attitudes, self concept, interests and values.

The main task of the education process is to foster changes in the learners behavior, and it is the primary task of educators and curriculum makers to specify in precise terms the ways in which students will be altered by the learning process.

There is a series of decisions which educators must make if they are going to be effective in helping learners change in the desired ways, and it is the role of evaluation to provide appropriate evidence to help both teachers and learners attain the goals of the educational system.

LANGUAGE SCOPE AND SEQUENCE
ELEMENTARY LEVEL

Primary Level

•••

Upper Elementary Level

INTRODUCTION

I. GENERAL OBJECTIVES

By the end of the sixth grade pupils should have developed: 1) the ability to understand, speak, read and write English in accordance with the norms for the elementary school (2) habits of using English as a vehicle of communication 3) attitudes and skills as indicated.

II. DESCRIPTION

The language scope and sequence for the elementary level consists of five main components: LINGUISTIC SKILLS AND CONTENT, ATTITUDES AND VALUES, CONCEPTS, LANGUAGE FUNCTIONS, and GRADE.

1. LINGUISTIC SKILLS AND CONTENT.

Linguistic skills are formulated in terms of two basic elements: the linguistic point and the kind of sentence in which it occurs: question, statement, etc.

2. ATTITUDES AND VALUES

The teaching of English offers the opportunity to clarify values and to develop positive attitudes regarding the learning of English as well as other aspects of human behavior and endeavor. Attitudes and values have been defined taking in consideration the socio-cultural context in which this second language operates.

3. CONCEPTS

A list of concepts which explains in a very simple way how language operates and how the meaning is related and expressed by the forms within the sentence (notions)is presented.

4. LANGUAGE FUNCTIONS

Language functions are language acts; what the students can do through language, in other words, oral communication skills.

5. GRADE*

The grade in which a given linguistic skill is initiated is marked under this column.

III. TIME DISTRIBUTION**

English instruction in grades one and two is normally devoted to oral English. In grade three, the four language skills are taken care of: the oral practice of the new structures and vocabulary and reading and writing of the same structures and vocabulary practiced orally.

The time for English instruction in grades four to six is to be divided among language instruction, reading, oral communication, written composition and enrichment activities such as songs, games, dramatic presentation, etc.

*This classification per grade is flexible. The teacher can use it as it is or make changes so as to allow students to work at their own pace.

**Specific time distribution per grade will be provided in each particular program guide.

LINGUISTIC CONTENT PRIMARY LEVEL

FIRST GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	FIRST GRADE GRADES 1 2 3
LISTENING, SPEAKING Use of:				
-Demonstrative pronouns THIS, THAT in statements and questions Ex. (This, That) is a family. What is (this, that)? (That, This) balloon is ____.	-A liking toward the English language -Awareness of the existence of languages different from one's own	-Oral language is a tool for communication	-Identify °family members °friends °school personnel °classroom objects °toys	x x x
-Determiners A, AN and THE Ex. An apple.				x x x
-Interrogative pronouns: WHO, WHAT, WHERE + IS Ex. What is Mr. Ruiz?(occupation) What is your name? Who is (this, that)? Where is the mother? Who is the teacher?	-Awareness of family relations, being part of a family °parent-child °siblings °extended family	-Oral language facilitates social interaction	-Ask and give personal information -Identify people -Talk about °occupations °location (place)	x x x
-MY NAME IS in statements Ex. My name is Juan.	-Awareness of self as a unique individual		-Establish family relationship	x x x
-Possessive adjectives MY, HIS, HER and YOUR Ex. (This, That) is my father.				x x x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-Possessive forms: FATHER'S, AUNT'S, FRIEND'S, etc. in statements and questions Ex. My mother's name is Ana. What is your brother's name?	-Awareness of the importance of a healthy relationship with fellow students and friends			X	X	X
-Prepositional phrases in statements Ex. The baby is <u>in the house</u>.	-Awareness of the value of positive attitude toward younger/older family members		-Express location (places)	X	X	X
-Titles: Mr., Mrs., Miss in statements Ex. <u>Mrs</u>. Ramos is the principal.	-Awareness of growth and what it means. Baby, preschool, school age, adult		-Identify people	X	X	X
-Commands Ex. (Open, Close, Take) the _____. (Go, Run, Walk, Come) to the _____. (Show, Bring, Give) _____ the _____. (name or me)	-Willingness to accept suggestions		-Respond to commands	X	X	X
-Modifiers (Colors, BIG, LITTLE) in complement position Ex. The truck is <u>blue</u>.		-Language is used to establish similarities and differences °color °size °quantity	-Describe °classroom °classroom objects °toys °clothing	X	X	X
-WHAT COLOR in questions Ex. <u>What color</u> is this ball? <u>What color</u> is your pencil? <u>What color</u> are the _____ s?			-Ask about color	X	X	X

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-HAVE, SEE, WANT °_____ + Direct object Ex. I have a ball. °_____ + Plural forms of nouns Ex. I see three shirts. °In questions with HOW MANY Ex. How many do you want?	-Willingness to respect the property of others -Awareness of the similarities and differences in ways of dressing, eating, recreation, etc.		-Identify ownership -Tell about quantity -Express wants	x	x	x
-YES/NO questions °Beginning with IS Ex. Is the dress white? °Beginning with ARE Ex. Are the kittens black? °LIKE + FRUIT in questions beginning with DO Ex. Do you like fruit? °LIKE and WANT + names of fruit in questions beginning with DO Ex. Do you like bananas?	-Awareness of the importance of cleanliness as the basis for good health -Acceptance of responsibility to little creatures (kittens, puppies) who need care and attention -Willingness to eat healthy foods at mealtime, avoiding expensive and non-nutritive snacks		-Talk about °color °articles of clothing °animals, etc. -Express likes and wants °fruit °toys	x	x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-WHAT FRUIT in questions Ex. What fruit do you like?				x	x	x
-Present progressive -ING forms of the verbs WEAR, EAT, DRINK, JUMP, RUN, WALK in statements with the first and third person singular Ex. I am running. He is wearing a _____. (name) She is jumping. The cow is eating grass. Mary is eating apples.			-Tell what one wears (articles of clothing) -Talk about activities °games °sports -Talk about food and drink	x	x	x
--ING forms of verbs in questions beginning with WHAT IS Ex. What is she (wearing, drinking, (name)etc.) (the cow)				x	x	x
-Possessive adjectives MY, HIS, and HER is statements Ex. His airplane is yellow.	-Willingness to share one's property with others		-Establish ownership °toys	x	x	x
-WANT and LIKE in statements using the noun FRUIT or the plural form of nouns Ex. I like fruit. I like bananas.				x	x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-ING forms of verbs in questions beginning with WHAT ARE YOU Ex. What are you drinking? -ING form of the verb DO in questions Ex. What is the goat doing? -Pronoun IT in statements Ex. It is drinking milk. ARE + complement in statements Ex. The puppies are brown. Short responses *To questions beginning with IS, DO Ex. Yes, it is. Yes, I do. No, I don't.	-Willingness to accept responsibilities such as taking care of clothes, pets, books, etc.	-Language can convey similarities and differences *color *size *quantity *place (location)	-Describe objects, animals, articles of clothing	x	x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
°Giving information (Where, Who, What, How many, etc.) Exs. Juan. / The mother. / My father. / In the yard. / Mrs. Pérez. / An orange, a pear and a lemon. / An eraser. / White. / Three blouses. / Water. / Marching.	-Willingness to trust others when asking for information as well as helping others by giving information					
°Statements Ex. No, it is red.				x	x	x
-Contractions °It's + color Ex. No, it's red.			-Talk about colors			
-Numbers 1-10		-Language conveys quantity	-Talk about quantity °count objects	x	x	x
-Pronouns I, YOU, HE, SHE, IT in statements and questions Exs. What is (she, he) eating? (She, He) is eating an apple.	-Willingness to communicate with others	-Background experiences facilitate communication	-Talk about °food -fruits -juices	x	x	x
-Conjunction AND Ex. I see a cow, a goat and a dog.				x	x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
PRONUNCIATION, INTONATION, RECOGNITION AND PRODUCTION OF: -Sounds °/ð / in <u>th</u>at °plural phonemes /s/, /z/ and /IZ/ °/y/ in <u>y</u>ellow °/w/ bl<u>a</u>ck °/ g / <u>sh</u>irt -Rising intonation in Yes/No questions and in words in series	-Awareness of similarities and differences among languages	-Sounds, intonation and stress convey or imply differences in meaning	-Talk about °the family °the school °toys °fruit °objects	x	x	x
UNDERSTAND AND PRODUCE: -<u>Vocabulary</u> Words related to topics such as the family, classroom, toys, food, clothing, action words, colors, animals, etc. <u>The family</u> father grandmother mother grandfather baby	-Willingness to imitate the speech of others -Positive attitude toward the use of the English language -Willingness to communicate with others and share experiences	-Words and actions convey meaning	-Talk about °the family °the school °toys °pets °farm °animals °games °food and drink °etc.	x	x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
The school				•	•	
friend, school, boy, girl, teacher, pen, book, notebook, ruler, eraser, chair, flower, flag, clock, principal, janitor, office, classroom, pencil, desk, board, window, door, piece of chalk, paper, box, crayon	-Willingness to extend personality through possessions °my classroom °my school -Positive attitude toward others and their position and/or relationship to the student		-Describe toys, articles of clothing, etc. °color °size °number (quantity)	•	•	
Toys				•	•	
ball, doll, airplane, top, truck, bat, glove, drum, boat				•	•	
Colors		-Color		•	•	
blue, red, green, yellow, white, brown, black, pink				•	•	
				•	•	
				•	•	
				•	•	
				•	•	
				•	•	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
Clothing		-Ownership		•	•	•
blouse(s)				•	•	•
dress(es)				•	•	•
pair of shorts				•	•	•
pair of socks				•	•	•
pair of pants				•	•	•
shirt(s)				•	•	•
tie(s)				•	•	•
hat(s)				•	•	•
cap(s)				•	•	•
sweater(s)				•	•	•
belt(s)				•	•	•
jacket(s)				•	•	•
raincoat(s)				•	•	•
Food				•	•	•
fruit				•	•	•
banana(s)				•	•	•
mango(s)				•	•	•
lemon(s)				•	•	•
coconut(s)				•	•	•
grapefruit(s)				•	•	•
cookie				•	•	•
cracker				•	•	•
glass of milk				•	•	•
pineapple(s)				•	•	•
apple(s)				•	•	•
pear(s)				•	•	•
guava(s)				•	•	•
orange(s)				•	•	•
grape(s)				•	•	•
milk				•	•	•
juice				•	•	•
water				•	•	•
Phrases such as:				•	•	•
orange juice				•	•	•
pineapple juice				•	•	•
grape juice				•	•	•
candy bar				•	•	•
a piece of candy				•	•	•
a candy bar				•	•	•
				•	•	•
				•	•	•
				•	•	•
				•	•	•
				•	•	•
				•	•	•
				•	•	•
				•	•	•
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				•	•	•
				•	•	•

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1 2 3
Animals				
*pig	cow			
cat	horse			
kitten	goat			
dog	hen			
puppy	*chicken			
The farm				
farm				
farmer				
*pig				
*rooster				
grass				
corn				
*chicken				
Action words				
throw	like			
catch	want			
have	jump			
see	run			
eat	walk			
drink				

*This vocabulary deals with both centers of interest.

SECOND GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	SECOND GRADE GRADES 1 · 2 · 3
LISTENING, SPEAKING				
Use of:				
-I, WE + GO in statements Ex. I go to Matienzo School.	-Pride in accomplishing various tasks for which one is ready.	-Words and actions convey meaning	-Express location °school	x
-Personal pronouns (HE, SHE) + IS and I AM in statements Exs. I am in the second grade. (He, she) is in the second grade.	-Awareness of the existence of other languages -Willingness to imitate the speakers of other languages	-Language can convey location -Language helps to express order and quantity	-Give personal information °grade (order) °age (quantity)	x
-Use of interrogative word WHAT + GRADE + (ARE, IS) in questions Ex. What grade are you in? What grade is _____in?	-Awareness of his/her relationship with others in the microcosm of the school		-Ask for personal information -Talk about °friends °family members	x
-Personal pronoun I + AM in statements to tell age Ex. I am eight years old.				x
-Interrogative word HOW + OLD + IS in questions Ex. How old is (Mary, he, she)?				

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-(HE, SHE) + IS in statements to tell age Ex. (He, She) is _____ years old.						
-LIVE and LIVES + adverbial phrase in statements Ex. I live in _____. Luis lives in _____. (He, she) lives in _____.	-Willingness to share personal information	-Language conveys location	-Talk about location °place (address) -Ask about where others live °place (address)		X	
-WHERE + (DO, DOES) in questions Ex. Where do you live? Where does (he, she) live?					X	
-(THIS, THAT) + _____ + HAS in statements Ex. This house has a kitchen.	-Awareness of similarities and differences that help distinguish objects	-Language helps identify and classify objects	-Describe one's home -Tell where things are °place		X	
-Plural nouns + ARE + adverbial phrase in statements Ex. The _ _____s are in the kitchen.			-Ask about location		X	
-Adverbial phrases in Yes/No questions Ex. Is the _____ in the _____? Are the _____s in the _____?						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-THESE and THOSE in questions and statements Exs. What are (these, those)? (These, Those) are _____s.	-Positive attitude toward the English language	-Oral language is a tool for communication	-Identify objects, animals, toys, etc.		x	
-THESE and THOSE in Yes/No questions Ex. Are (those, these) ___ ____s?					x	
-THESE and THOSE in questions beginning with WHAT			-Ask for identification			
Ex. What are (these, those)?			-Identify objects		x	
-Present progressive questions beginning with WHERE Exs. Where is the boy playing? Where is (he, she) playing?					x	
-Present progressive + ADVERBIAL PHRASE in statements Exs. The father is reading in the living room. (He, She) is reading in the living room.			-Express location °place -Talk about activities		x	
-LIKE + Infinitive + Object in statements Ex. I like to play ball.	-Willingness to appreciate healthy activities	-Language helps express preferences	-Express likes °games		x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-LIKE + Infinitive + Object in questions beginning with DO Ex. Do you like to play ball?					x	
-LIKE + INFINITIVE + ADVERBIAL PHRASE in questions beginning with DO Ex. Do you like to ride on ponies?						
-Third person singular in the present tense Ex. The clown laughs.	-Awareness of the time element that rules our daily activities	-Language can convey number and tense -Actions and preferences can be expressed through language	-Talk about action and activities -Talk and ask about food and drink		x x	
-DOES in Yes/No questions Ex. Does the lion walk?						
-SUBJECT + VERB (third person) ± DO in statements Ex. (The clown, He, She) eats lollipops.					x	
-WHAT + DOES in questions Ex. What does the clown eat?					x	
-Plural subjects BOYS, GIRLS + PRESENT PROGRESSIVE in statements Ex. The boys are _____-ing.	-Acceptance of equality of the sexes - equal opportunity				x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-Interrogative word WHAT + ARE in questions Ex. What are the _____-s doing?	-Awareness of the multiple activities one can perform	-Language facilitates the performance of many activities	-Ask about daily routine		X	
-Pronoun THEY + PRESENT PROGRESSIVE Ex. They are _____-ing.					X	
-Pronoun THEY in questions beginning with WHAT + ARE Ex. What are they doing?					X	
-NEED in questions beginning with WHAT DO Ex. What do we need?	-Awareness of variety in preferences among different individuals	-Language makes possible the expression of one's needs	-Ask about needs and wants		X	
-NEED in questions beginning with DO Exs. Do we need _____ (singular)? Do we need _____-s (plural)? Do we need _____-es (plural)?					X	
-Adverbial phrases as alternatives (OR questions) Ex. Do you want to ride on the _____ or on the _____?	-Willingness to make choices	-Alternatives can be expressed through language	-Make decisions °games °recreation		X	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-THERE (IS, ARE) in statements Ex. There is a _____ in the _____. There are _____-s in the _____.					X	
-THERE'S in statements Ex. There's a clown in the circus.					X	
-IN and ON in phrases Ex. The boy is in the house. They are in the school. He is in the second grade.					X	
-IS THERE and ARE THERE in Yes/No questions Ex. Is there a duck on the farm? Are there elephants in the zoo?	-Willingness to communicate with others	-Background experiences facilitate communication	-Talk about °farm °zoo °animals		X	
-WHAT'S in questions Ex. What's in the cage?					X	
-WANT + infinitive in questions Ex. What do you want to do?			-Ask about wants		X	
-Third person singular + infinitive in questions beginning with WHO Ex. Who wants to play the piano?	-Awareness of the importance of the creative use of leisure time					

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-HAS in statements Ex. (He, She) has a red apple.	-Willingness to share food, toys, etc. with others	-Language makes possible social interaction	-Identify ownership		X	
-ING form of PLAY + DO in statements Ex. I am playing the guitar.					X	
-PLAYING + DO in questions beginning with WHERE Ex. Where is (he, she) playing the guitar?	-Awareness of the similarities and differences that exist between individuals		-Ask about location -Ask about preferences		X	
-PRONOUNS (I, WE) + WANT TO to answer question What do you want to do? Ex. (I, We) want to (sing, say, play) (songs, poems, games).	-Appreciation of the fine arts - music, drama, poetry		-Talk about °music °games °rhymes °house pets °farm animals		X	
-Responses to information questions (WHAT, WHERE, HOW OLD) Ex. Short answers: In the second grade. To Matienzo School. In the living room. Potato chips. In Río Piedras. Seven years old. They are _____-ing.	-Willingness to share personal information	-Language facilitates social interaction	-Ask for and give personal information °school °grade °age °activities		X	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
					x	
- Short answers to Yes/No questions						
Exs. Yes, they are. No, they are not.						
Yes, there are. No, there are not.						
Yes, (he, she) does. No, (he, she) doesn't.						
Yes, I do. No, I don't.						
Yes, it is. No, it is not.						
PRONUNCIATION, INTONATION, RECOGNITION AND PRODUCTION OF:	-Acceptance of languages different from one's own	-Sounds convey meaning			x	
-Sounds:						
°/ɪ/ plus consonant						
Ex. sing						
°/p/ and /b/						
Exs. pig - big						
°/ŋ/						
Ex. sing						
°/θ/ and /ð/						
Exs. think - this						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-Stress and pauses Exs. ápple ápples,/óranges/and /banánas	-Willingness to imitate English speaking people	-Intonation and stress convey meaning			x	
-Falling intonation on:		e.g., intonation can give the sense of a petition or a demand.				
*Questions beginning with WHO and WHAT					x	
*Statements						
*Commands						
-Rising intonation in Yes/No questions						
ERSTAND AND PRODUCE:					x	
Vocabulary Words related to topics such as the house, the classroom, the school, amusement park, the zoo, musical instruments, action words, etc.	-Willingness to use other languages -Willingness to share personal experiences -Willingness to imitate the speech of others -Willingness to respect the home, school and other surroundings	-Words convey meaning			x	
The house living room / bedroom / bathroom / kitchen / balcony / rug / radio / sink bed / tub / sofa / stove / lamp / TV set / cup / saucers / knives						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
Amusement park	-Willingness to use common property so that others can enjoy its use after we use it.			•	•	
ponies				•	•	
merry-go-round	-Acceptance of healthy recreation as a part of a full life			•	•	
ferris wheel				•	•	
caterpillar				•	•	
clown				•	•	
elephant				•	•	
monkey				•	•	
lion				•	•	
lollipops				•	•	
meat				•	•	
animals (zoo and/or farm)				•	•	
turtle				•	•	
parrot				•	•	
cage				•	•	
barn				•	•	
duck				•	•	
Musical instruments				•	•	
piano(s)				•	•	
drum(s)				•	•	
cymbal(s)				•	•	
maracas				•	•	
bell(s)				•	•	
guitar(s)				•	•	
stick(s)				•	•	
Action words				•	•	
read cook				•	•	
sweep sing				•	•	
sleep say				•	•	
play sit				•	•	
wash				•	•	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-Phrases such as:						
play ball						
watch TV						
read comics						
color pictures						
fly kites						
potato chips						

THIRD GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	THIRD GRADE GRADES 1 2 3
LISTENING, SPEAKING, READING AND WRITING				
Use of:				
-Demonstrative pronouns THIS, THAT	-Willingness to talk in a language different from one's own	-Language helps to express identity	-Identify	x
*in questions beginning with WHO			*family members	
Ex. Who is (this, that)?	-A liking toward the English language		*school personnel	
			*friends	
*in subject position in statements			*toys	
Ex. (That, This) is _____.			*animals	
			-pets	
-interrogative word WHAT + IS in questions			-farm animals	
			-Identify people according to	x
Exs. What is (Pete, Mrs. Soto)?			*sex	
			*occupation	
(answer) Pete is a boy.				
Mrs. Soto is a teacher.				
-Use of single word modifiers in statements BIG, NICE	-Awareness of the similarities and differences that make each object, person, or animal a unique entity	-Language is used to establish similarities and differences *size *qualities	-Describe *objects *animals *people	x x
-Alternative questions beginning with IS				
Ex. Is _____ a little _____ or (name) pig dog goat kitten				
a big _____?				
It is a big pig. It's big.				

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-Use of verbs SING, STOP, RIDE, etc. in commands Ex. Stop, (_____) stop. (name) Sing (_____) sing. (name)	-Willingness to accept suggestions as well as make suggestions to others		-Give commands			x
-Use of STOP + ING form of verbs Ex. _____ stop singing. (name)						x
-ING form of verbs: SIT, SING, THINK, SWIM, DROP, REST, FISH, etc. in statements with the third person singular Exs. The boy is singing. Father is resting.						x
-ING form of verb DO in question beginning with IS Ex. What is _____ doing? _____ is _____-ing. _ _____-ing.	-Willingness to share personal experiences with others	-Oral language facilitates exchange of information	-Tell about °daily activities °games			x
-ING form of verbs SING, THINK, and SIT in questions beginning with IS Ex. Is _____ singing? (name, he, she) Is _____ sitting? _____ is _____-ing. (Yes,No) _____ (is, is not).						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
- -S form of the verbsLIKE, READ and EAT in statements Exs. (He, She) likes fruit. (name) (He, She) reads a book. (name)	-Willingness to accept peers with preferences different from one's own	-Language facilitates social interaction	-Talk about °likes °preferences			x
-CAN, CAN'T in affirmative and negative statements Exs. (I, He, She, They) can ride a bike. (I, He, She, They) can't sing.	-Willingness to develop self confidence in what one is able to do	-Language helps to express our possibilities and limitations	-Talk about °ability °daily activities			x
-MADE + object + adjective in statements in the past Exs. (I, He, She, Name) made (him, her, name) sad.	-Awareness of the emotions, reactions and feelings of one's family members and peers.	-Language is a tool for communication °ideas °feelings	-Talk about °feelings °emotions			x
-Conjunction AND in statements Ex. _____ is singing and singing.						x
-Verb TO HAVE in affirmative and negative statements Exs. _____ has a fan. _____ doesn't have a bike.	-Willingness to share toys and classroom objects with their peers -Willingness to take care of one's property as well as to respect the property of others	-Language facilitates social interaction °ownership	-Identify ownership			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
- -ING form of verbs + BE in statements with the third person singular Ex. _____ is tapping the fan. (name) (He, She)			-Talk about activities in the present			x
-'S in genitive form in statements Ex. This is Ben's shed.			-Establish ownership			x
-Adverbial phrases in statements Exs. Ten chicks are resting in a nest. (He, She, name) is under Ben's bench.	-Awareness of the sense of order that one must follow to organize activities, objects and articles of clothing	-Language helps to express order	-Talk about °location °activities °leisure time			x
-Prepositions IN, ON, UNDER in statements Ex. _____ is sitting on a bench.			-Talk about location			x
-Past tense of verbs (GO, FALL, EAT, MAKE, SHOOT, GET) + adverbial phrase Ex. _____ went in a den.						x
-LET'S in statements making suggestions Ex. Let's help _____.	-Willingness to share responsibilities -Willingness to help others (at home, at school)	-Language helps to develop social interaction	-Give suggestions			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-GOT WET, HAS FUN in statements Ex. The chick got wet. The boy has fun.			-Talk about °leisure time activities			x
-WILL (GET, HELP, SEE, RIDE) in statements in the future Exs. (He, She, name) will get the cake. (He, She, name) will help.	-Awareness of the importance of the proper use of leisure time	-Language makes possible the exchange of ideas needed to participate in games and other recreational activities	-Talk about °needs °entertainment °food °clothing °leisure time activities			x
-Compound subject + ARE + WITH Ex. ___ ___ and _____ are with the hen.						x
-TOO MANY + countable nouns in statements Ex. (He, She, name) eats too many oranges.	-Awareness of the importance of having good eating habits	-Language can be used to convey quantity or amount	-Talk about quantity °fruit °food °toys °classroom objects			x
-TOO MUCH + non-countable nouns Ex. Pete eats too much ice cream.						x
-HOW MANY + countable nouns in questions Ex. How many eggs do you want?			-Ask about quantity °fruit °food °toys °classroom objects			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-HOW MUCH + non-countable nouns in questions Ex. How much cake do you want?						x
-LOOK AT, RIDE OFF in statements Exs. Look at the bike. He rides off in the bike.	-Willingness to share experiences with others -Willingness to give and/or accept suggestions	-Language makes possible the exchange of ideas and experiences	Make suggestions -Talk about daily activities such as: °eating °dressing °resting °playing °working °studying °helping at home and at school			x
PRONUNCIATION, RECOGNITION AND PRODUCTION OF THE FOLLOWING SOUNDS:						
-/ɪ / + consonant Exs. big, pick, chick -/æ / + consonant Exs. bat, cat, hat -/ɛ / + consonant Exs. red, hen, shed	-Awareness of similarities and differences among languages -Willingness to imitate the speakers of other languages	-Sounds convey or imply differences in meaning -Background experiences facilitate communication	-Talk about °pets °toys °musical instruments °food °games			x x x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
-/a/ + consonant						x
Exs. box, dock, rock						
-/ə / + consonant						x
Exs. drum, truck, mud						
-/ei/ + consonant						x
Exs. cake, rake, ate, train, sail, tail						
-/ai / + consonant						x
Exs. bike, kite, nice						
-/i/ + consonant						x
Exs. bean, read, eat						
-/ou/ + consonant						x
Exs. road, goat, soap						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
VOCABULARY Words related to topics such as the family, classroom, games, animals, food, farm, and sports Action Words singing / sitting / thinking / tapping / resting / mending / slipping / stuck / buffing / puffing / tugging / made / ride / need / hide / stole send / fishing / dump / thumping / stung / rubbing / like(s) / croak / got / take(s) / catch / was / sang / track / had / throw	-Willingness to use other languages -Willingness to imitate the speech of others -Awareness of the importance of the use of leisure time	-Words convey meaning	-Talk about °self °family members °friends °school personnel °school objects °toys °pets °games °leisure time activities °sports °musical instruments			x

LANGUAGE SKILLS		ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 1	2	3
Nouns							
fan	twine						
shed	mice						
glen	rice						
bench	spot						
pond	bone						
cock	hole						
dock	top						
rod	stone						
cod	stove						
lock	home						
rock	rope						
duck	bean						
fun	toad						
bug	road						
leg	cloak						
skunk	soap						
rake	suds						
snake	tub						
twin	picnic						
bike	bait						
ride	rain						
kite	paint						
	sail						
	end						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADE 1	GRADE 2	GRADE 3
Adjectives						
bad						x
mad						
fine						
nice						
sick						
each (day)						
Pronouns						x
I (subject pronoun)						
them (objective)						
us (objective)						
him (objective)						
his (possessive)						
her (")						
mine (")						
Indefinite pronoun						x
everything						
Adverbs or adverbial phrases						x
too much						
too many						
Place expressions						x
in bed						
out of						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES: 1	2	3
Auxiliaries						x
will (future tense)						
Phrases such as:						x
got wet look at ride off						

COMPOSITION

SKILLS	ATTITUDES AND VALUES	GRADES					
		1	2	3	4	5	6
-Copy words, phrases and sentences	-Pride in presenting neat written work			x			
-Select and copy the sentence that corresponds to a given picture	-Willingness to accept suggestions			x			
-Select and copy the phrase that completes the sentence	-Desire to share personal experiences with others			x			
-Complete sentences with words from substitution tables				x			
-Use printing conventions				x			
-Write words the picture stands for				x			
-Write sentences about a picture				x			

FOURTH GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	FOURTH GRADE GRADING 4	5	6
LISTENING, SPEAKING, READING AND WRITING:						
Use of:						
-IN, ON in questions and statements Exs. I live in San Juan. I live on _____ Street. I live on Second Avenue. Do you live on _____ Street?	-Willingness to share personal information -Willingness to imitate the speakers of other languages	-Language makes possible human interaction -Language is a tool for communication	-Give personal information °place	x		
-Question: WHAT DOES _____ DO? to ask for occupations Exs. What does Mr. _____ do? Mr. _____ is a farmer.	-Possitive attitude toward people with different occupations		-Talk about °occupations	x		
-Conjunction AND in questions beginning with WHAT DO Exs. What do _____ and _____ do? _____ and _____ are (teachers, farmers).	-Willingness to communicate with others			x		
-Pronoun THEY in questions beginning with What do Exs. What did they do? They are _____. (farmers, lawyers).	-Awareness of self and the existence of other human beings			x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-HAVE in questions beginning with HOW MANY Exs. How many _____ (brothers, sisters) does she have? Two brothers and a sister.	-Awareness of family relations, being part of a family	-Language can be used to express quantity -Language makes possible social interaction	-Give or ask for personal information -Talk about °quantity °relationship	x		
-EVERY (DAY, MORNING, SUNDAY) in questions in the present Exs. What do you do every day? We play ball.	-Willingness to use leisure time creatively			x		
-Numbers ONE through THIRTY-ONE as numerical noun determiners and as function nouns in statements Exs. I see twelve students. (noun determiner) This is number thirteen. (function noun)		- Word order conveys meaning °quantity °name	-Give information about °number of members in the family °number of students in the class °number of animals in the farm or zoo	x		
-Simple form of verbs: PLAY, EAT, WASH in statements in the present tense Exs. We play every week day.	-Awareness of variety in activities among different individuals		-Talk about °daily activities °games °entertainment	x		
-Third person singular in the present tense in statements Ex. The secretary writes letters every day.	-Willingness to accept responsibilities - at home, at school at work	-Language conveys quantity °singular °plural		x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-(DO, DOES) in questions beginning with WHAT Exs. What (do, does) (you, Julie) do every day? Answers: Julie cleans the yard every day. I clean the bedroom every day.	-Awareness of the importance of cleanliness for a healthy life		-Give information about routine activities °home °school °community °church °parks	x		
-°Past tense of verbs in statements Exs. The boy worked yesterday. I sang a song last night.	-Awareness of the variety of activities one can perform for a living or for recreation		-Talk about °games °sports °school activities °church activities °work	x		
-LAST NIGHT, YESTERDAY AFTERNOON, LAST FRIDAY, and YESTERDAY in questions beginning with WHAT DID Exs. What did (you, he, Mary) do yesterday? (I, he, Mary) studied.	-Awareness of the time element that rules our daily activities	-Time	-Talk about °daily activities °tense (when things happened)	x		
-Requests: Exs. Tom, please open the door. Pete, go to your seat. Show me your eyes.	-Willingness to accept suggestions as well as make polite requests	-Language makes social interaction possible °suggestions °requests	-Suggest -Advise	x		

°Includes regular and irregular verbs. See vocabulary.

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
-WHAT + DID in questions Exs. What did Fred do? He opened his book.	-Willingness to accept information as well as give accurate information		-Give and/or ask for *personal information *daily routine	x		
-*Interrogative pronoun WHO + past tense of VERB in questions Exs. Who went to his seat? (I, he, she, they,Juan) did.				x		
-Possessive pronouns MINE, YOURS Ex. This crayon is mine.	-Willingness to respect the property of others			x		
-Possessive forms: -'s (Juan's , Mary's) Ex. That book is Juan's.	-Willingness to share one's property with others and respect personal property	-Ownership	-Talk about *toys *books *clothing	x		
-HAVE or HAS in statements in the present to indicate color of eyes or hair Ex. I have brown hair. She has black hair.	-Awareness of a sense of selfhood, individuality and uniqueness	-Language helps establish similarities and differences *color *length	-Describe *self *family members *friends *members of the community	x		
-Interrogative pronoun WHEN in questions in the present tense Exs. When do you comb your hair? Everyday. When does Jane wash her hair? Every week.	-Acceptance of the importance of cleanliness as a basis for good health		-Talk about *personal hygiene *personal habits	x		
*includes regular and irregular verbs. See vocabulary.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Prepositional phrases beginning with in, on and under in statements and questions Exs. There are cows under the trees. What do you see on Mr. Brown's farm?	-Awareness of the natural habitat of humans and animals and how we should take care of it	-Language conveys location	-Talk about °specific places °where people, objects or animals can be localized (habitat)	x		
-DON'T and DOESN'T + (LIKE or WANT) in negative statements Exs. I don't like pears. Tom doesn't want crackers.	-Acceptance of other people preferences	-Language helps establish similarities and differences among people °likes °wants	-Express °likes °dislikes °preferences	x		
-Adjectives: LONG, SHORT, LARGE, SMALL Exs. Mary's hair is long. Charlie's hair is short. This shirt is large. The pants are small.	-Awareness of the similarities and differences among people, objects, etc. -Acceptance of people with characteristics different from one's own			x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
PRONUNCIATION, INTONATION, RECOGNITION AND PRODUCTION OF:						
-The /ei/ sound represented by the letter a followed by consonant followed by letter e Exs. name, bake, take, ate	-Awareness of similarities and differences among languages -Willingness to imitate the speech of others -Positive attitude toward the English language			x		
-The /ɪ/ sound represented by the letter i followed by a consonant Exs. it, sister, window, picture				x		
-The /s/, /z/ and /ɪz/ endings for final s for noun plurals Exs. /s/: dentists, clerks, organists; /z/: actors, bakers, plumbers; /ɪz/: pieces, bookcases, boxes				x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-The /č/ and /š/ sounds for ch or sh spellings Exs. /č/ watch, teacher, lunch; /š/ wash, dish, she				x		
-The /d/, /t/, and /ɪd/ sounds for regular past endings -d or ed Exs. /d/ ironed, studied; /t/ baked, watched, cooked; /ɪd/ dusted				x		
-Intonation patterns for information questions and the corresponding answer Exs. What did he read? He read the newspaper. Who closed the window? I did. When do you comb your hair? Every day.		-Intonation may convey meaning		x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
Where is the turkey? Under the tree. -Stress in first syllable in simple and compound words Exs. grándfather carpenter grándmother janitor dressmaker teacher				x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
VOCABULARY DEVELOPMENT Vocabulary related to: Occupations				x		
baker carpenter clerk dentist doctor dressmaker farmer firefighter housekeeper janitor lawyer mailcarrier mechanic milk deliverer nurse police officer plumber secretary teacher watch person						
Meals, food and fruit						
breakfast lunch dinner cheese pie ice cream meat fish vegetables cereal coffee milk cake butter chicken cracker bread cookie tea apple pear peach grape grapefruit banana orange						

LANGUAGE SKILLS		ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
					4	5	6
Farm and/or Zoo							
fence	donkey						
farmhouse	sheep						
barn	giraffe						
barnyard	chimpanzee						
pasture	elephant						
pond	camel						
rabbit							

COMPOSITION

SKILLS	ATTITUDES AND VALUES	GRADES 1	2	3	4	5	6
-Copy words and sentences accurately	-Pride in preparing neat, legible and attractive written work				x	x	x
-Write words and sentences accurately using correct word order, capital letters, and punctuation					x	x	x
-Write words and simple sentences dictated by the teacher					x	x	x
-Write a short paragraph based on a set of guide questions, using correct word order, capital letters and punctuation - (CONTROLLED COMPOSITION)					x	x	x
-Write a short paragraph based on a picture or any other theme	-Willingness to express ideas in writing				x	x	x

FIFTH GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
LISTENING, SPEAKING, READING AND WRITING Use of: -Verb BE + prepositional phrases in statements Ex. The piece of paper is on the floor. -VERB + DIRECT OBJECT + PREPOSITIONAL PHRASE in requests Ex. Please put the _____ (in, on, under) the _____. -Adverbs NOW and BEFORE in statements and questions beginning with WHERE Exs. It was on the floor before. The pictures are on the shelf now. Where are the pictures now? On the shelf. -Use of prepositions: IN, ON and UNDER in answers to questions beginning with WHERE + IS Ex. Where is the book? In the drawer.	-Willingness to use language to show location	-Language helps to express location	-Ask and give information about the location of things and articles -Ask and give information about something lost or misplaced		x x x x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Phrase compounds: LIVING ROOM, DINING ROOM and nouns ROOM, BEDROOM, BATHROOM, KITCHEN in statements beginning with THIS and THAT Ex. This is a living room.	-Pride in talking about one's own home	-Language facilitates the expression of feelings and emotions	-Describe his/her own home or the home of a friend		x	
-HAVE in affirmative and negative statements about parts of the house Exs. The house has two bedrooms. The bedroom doesn't have a closet. The apartment has a _____, a _____, and a _____.					x	
-S form of live in statements Ex. The family lives in a large apartment.					x	
-Questions beginning with WHAT and HOW MANY Exs. What room is this? It's a kitchen. How many closets does the room have? Four.					x	
-Yes/No questions beginning with DOES Ex. Does the house have a porch? Yes, it does. No, it doesn't.					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Alternate questions beginning with IS Ex. Is it large or small? It's small.					x	
-HOW MUCH and HOW MANY to ask questions about coins and food Ex. How much money is a half dollar? Fifty cents. How many coins does Mary have? Ten. (How Much, How many) (rice, apples) did Alice buy? Two pounds. Ten.	-Awareness of money value	-Quantity -Thriftiness	-Buying and selling -Asking for change		x	
-Use of transitive verbs: SELL, TAKE, WANT, COST in statements and questions Ex. The coin slot takes dimes. What coin does it take? Quarters. How much does a can of pop cost? Fifty cents.					x	
-Use of MASS and COUNT nouns in questions and statements Ex. Mass (How much) Count (How many) rice eggs sugar oranges bread apples					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Days of the week in statements Ex. The days of the week are Sunday, Monday, Tuesday, etc.	-Awareness of the impact of time in our daily life	-Language facilitates expressing time and sequence	Talk about habits, actions, incidents, plans, etc.		x	x
-Ordinal numbers in statements about the days of the week Ex. Sunday is the first day of the week.					x	x
-Expressions of time: TODAY, TOMORROW, THE DAY AFTER TOMORROW, YESTERDAY, THE DAY BEFORE YESTERDAY in statements about the days. Ex. Yesterday was Thursday.	-Awareness of the importance of punctuality				x	x
-Questions about days of the week beginning with WHAT + (IS, ARE) Ex. What day is today? Friday. What day is tomorrow? Saturday.					x	x
-Vocabulary related to furniture and equipment in statements beginning with THERE (IS, ARE) Ex. There is a mirror in the bedroom.	-Willingness to talk with pride about our own home	-Language facilitates expressing ideas about ourselves and our belongings	-Talk about furniture and equipment -Describe historical sites, such as houses in our community		x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
-Vocabulary related to furniture and equipment in Yes/No questions beginning with IS, ARE Ex. Is there a cupboard in the kitchen? Yes, there is. No, there isn't.					x	
-Prepositional phrases in statements with BE Ex. The light is on the ceiling.					x	
-Prepositional phrases beginning with: OVER, BESIDE, NEAR, AGAINST, IN FRONT OF in answers to question with WHERE (IS, ARE) Ex. Where is the table lamp? On the dresser.					x	
-NEED, WANT, and LIKE + infinitive: °In affirmative and negative statements Ex. I like to ride a bicycle. Mr. Brown doesn't like to read comic books. °In questions beginning with WHAT + (DO, DOES) Ex. What do people need to do? They need to eat. What does Betty want to be? She wants to be a nurse.	-Willingness to express needs, wants, preferences and habits	-Through language we can express our needs, wants, preferences and habits	-Talk about needs, wants, preferences and habits		x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
*In Yes/No questions beginning with DO DOES Ex. Does Richard like to study English? Yes, he does.					x	x
-S form of the verb in questions beginning with Who Ex. Who speaks English every day? I do. Fred does.					x	x
-Irregular preterit forms of verbs: SPOKE, ROSE, WORE, TOOK AND SOLD *In statements Ex. Ana sold candy yesterday. *In questions beginning with WHO Ex. Who wore a coat yesterday? I did. Betty did.		-Through language we express past actions	-Talk about actions in the past		x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-GOING + Infinitive to indicate future time *In statements Ex. Nora is going to wear her new dress tomorrow. *In questions Ex. Who's going to sell candy next Friday. I am. Judy is.		-Through language we express future actions	-Talk about future happenings		x	
-Adjectives: SUNNY, CLOUDY, WINDY, RAINY, WARM, COOL, NICE, COLD, HOT to describe the weather Ex. It's sunny today. It was rainy yesterday.		-Weather conditions determine our daily activities	-Describe weather conditions		x	
-ING forms: SHINING, BLOWING, RAINING, and SNOWING in statements to describe the weather Ex. The wind is blowing.					x	
-DIDN'T + BASIC FORM of the verb in negative statements followed by a sequence statement Ex. I didn't play ball last Saturday. It was raining.					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Questions beginning with WHAT KIND OF DAY Ex. What kind of day was yesterday? It was a windy day.					x	x
-Questions beginning with WHY DIDN'T YOU Ex. Why didn't you ride bicycle yesterday? It was rainy yesterday.					x	x
-Yes/No questions beginning with IS and WAS Ex Is it cloudy today? No, it isn't. Was it sunny yesterday? Yes, it was.					x	x
-Adverb HERE in affirmative and negative statements Ex. Rose is here today. Rose isn't here today.	-Willingness to observe	-Language helps to develop social interaction	-Discuss absences and late arrivals in class		x	x
Verb BE + (PRESENT, ABSENT) in statements Exs. Rose is (present, absent). Forty-one pupils are present. Three pupils were absent. I was absent yesterday.	-Awareness of the importance of being punctual	-Punctuality			x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
-Preterit and basic form of verb COME in affirmative and negative statements Ex. Alicia came to school yesterday. Paco didn't come to school yesterday.					x	
-Adverb HERE in YES/NO questions Ex. Is Sandra here today? Yes, she is.					x	
-Adjectives ABSENT, PRESENT in questions beginning with HOW MANY Ex. How many pupils were (absent, present) the day before yesterday? Two.					x	
-COME in questions beginning with DID Ex. Did Joe come to school yesterday? No, he didn't.					x	
-ABSENT in questions beginning with WHY Ex. Why (were, was) (Ray, you, etc.) absent yesterday? I was sick.					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Verb combinations: (go, goes) to (school, bed) (eat, eats) (breakfast, lunch, dinner) (take, takes) a bath (do, does) (my, his, her) homework (watch, watches) TV (go, goes) home (get, gets) up in statements and in questions beginning with WHAT TIME Exs. I get up every morning at six o'clock. Mary goes to bed at night at ten o'clock. What time (do, does) (he, you, etc.) get up? At six-thirty in the morning.	-Acceptance of the impact of time in our daily life	-Time	-Talk about daily routines or happenings in our daily life		x	x
-Nouns MATHEMATICS, ENGLISH, SPANISH, SCIENCE, SOCIAL STUDIES in statements with (HAVE, HAS, HAVING) Exs. I have mathematics at eight o'clock. He is having science.					x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Question: What time is it? Answer: It's twelve o'clock.					x	
-Prepositional phrases: IN THE MORNING, AT NIGHT in statements telling the time Ex. It's nine o'clock in the morning.	-Awareness of the importance of budgeting time in our lives	-Time	-Ask and tell the correct time		x	
-Verbs: WORK(S), SELL(S), OPEN(S), CLOSE(S) in statements and questions Exs. The man works in a shoe store. The supermarket opens at 8:30AM. She sells medicine. Where does the man work? In a shoe store. What time does the shoe store open? At 9:00 o'clock.	-Awareness of the role of different people in the community		-Talk about places and people in the community		x	
-DO in questions to ask about occupations Ex. What does (he, she) do? She is a saleslady.					x	
-Prepositional phrases: IN A (DEPARTMENT STORE, BAKERY, HARDWARE STORE, etc.) in statements Ex. She is a saleslady in a department store.					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
Verbs OPEN and CLOSE in questions beginning with WHAT TIME + DOES Ex. What time does the drugstore open? At 9:00 o'clock.					x	x
-Verb BUY in questions beginning with WHERE + DO Ex. Where do you buy cosmetics? In a drugstore.					x	x
-SOME and ANY in statements Ex. I (need, want) some shoes. Sarah doesn't (need, want) any jeans.	-Willingness to use English to express needs, solve problems, etc.	-Language expresses quantity	-Carry out simple buying and selling transactions in person or by telephone		x	x
-SOME and ANY in Yes/No questions beginning with DO, DOES Ex. Do you need any handkerchiefs? No, I don't.						
-Verbs (HAVE, HAS) + TO (GET, GO) in affirmative and negative statements Exs. (I have, I don't have) to go to the drugstore. (She has, She doesn't have) to get any hair pins.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-GOING + TO GET in questions beginning with WHAT Ex. What are you going to get? Some socks and some shirts.					x	
-Interrogative word WHERE + (IS, ARE) (SHE, YOU) GOING in questions Ex. Where are you going? To the department store.					x	
-Questions beginning with WHAT COLOR + ____ noun Ex. What color shirt do you want? Yellow.					x	
-Possessive pronouns: MINE, YOURS, HIS, HERS, OURS, THEIRS in statements beginning with THESE Ex. These jackets are theirs.	-Willingness to talk about one's belongings -Awareness of the importance of showing what we have	Language shows possession	-Talk about their possessions and about the possessions of others		x	
-Pronouns IT and THEY in answers to the questions Exs. Whose wallet is this? It's his. Whose glasses are these? They are mine.					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Interrogative word WHOSE + _____ (noun) + (IS, ARE) in questions Exs. Whose wallet is (this, that)? Whose books are (these, those)?					x	x
-Possessive pronouns: MINE, YOURS, etc. in YES/NO questions Ex. Is that comb yours? Yes, it is. Are those purses theirs? No, they aren't.					x	x
-Prepositional phrases: AT NUMBER _____, IN AN APARTMENT, IN THE (CITY, COUNTRY), etc. in statements Ex. I live at number 217. The Allens live in an apartment in the city.	-Willingness to help others	-Through language we share information	-Ask and give information about °home address °other		x	x
-Noun ADDRESS in statements and questions Exs. My address is 108 Ponce de León Avenue, San Juan. What's (your, John's) address? 36 Azalea Street, Guaynabo.					x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Verb HAVE in statements about families Exs. The Wilsons have a small family. They have (three children, two sons, one child).					x	
-Questions beginning with WHAT (CITY, STREET, NUMBER) Ex. What street do you live on? Muñoz Rivera Avenue. What city do you live in? San Juan. What number do you live at? 350.					x	
-IN, ON, AT in statements, questions and answers Exs. in the city at 215 Ames Street on Bolivia Street					x	
-Questions beginning with HOW MANY (CHILDREN, SONS, etc.) Ex. How many children do the Smiths have? None.					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Ordinal numbers: EIGHTH, NINTH, TENTH, ELEVENTH, TWELFTH in statements about the months of the year Ex. August is the eighth month of the year.	-Awareness of the importance of sequence in time	-Language gives the dimension of quantity and sequence	-Talk about months, important dates, etc.		x	x
-HAS in statements about the number of days in a month Ex. January has thirty-one days.					x	x
-Past participle BORN in statements and questions Exs. I was born in April. What month were you born in? August. What month was Charles born in? January.	-Willingness to offer personal information	-Self	-Talk about himself and others		x	x
-Ordinal numbers in questions beginning with WHAT Ex. What is the third month of the year? March.					x	x
-Questions beginning with HOW MANY + DAYS Ex. How many days does April have? Thirty.					x	x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Statements °Telling the date Exs. Today is April thirteenth. Last Sunday was April tenth.					x	
°Telling when is (your, his, Bill's) birthday Ex. My birthday is December twenty-ninth.						
-IN, ON in statements telling the dates of birth Exs. I was born in 1953. Alfred was born on July eighteenth. George was born on May 29, 1950.					x	
-Questions about dates Exs. When is your birthday? April fifth. What year were you born in? In 1950. When were you born? On May 29, 1950.	-Awareness of important dates in history and how they relate to our culture	-Through language, events in history are stated	-Talk about birthdays and important dates in history		x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Measurement complements: TWELVE INCHES LONG ONE FOOT WIDE TEN FEET HIGH in statements Ex. The ruler is twelve inches long.	-Awareness of the need of accuracy in our daily lives	-Language expresses the dimensions of: °Length °Height °Weight	-Talk about their immediate environment -Describe surroundings		x	
-Questions beginning with HOW (LONG, WIDE, HIGH) Ex. How long is that desk? Two feet five inches.					x	
-Predicate adjectives WIDE, NARROW, HIGH in statements Ex. The window is narrow.					x	
-Single adjectives LONG, SHORT, LOW °In statements Ex. It's a long table. °In Yes/No questions Ex. Is this table long? Yes, it is.					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
-Comparative form of adjectives: (WIDER, NARROWER, LOWER, HIGHER, LONGER, SHORTER) + THAN in statements Ex. The stick is shorter than the ruler.		-Comparing	-Comparing objects, persons and places in terms of height, length and weight		x	
-Questions beginning with: HOW (LONG, WIDE, HIGH) Ex. How wide is that desk? Forty-five inches.					x	
-Yes/No questions with comparative forms Ex. Is the ruler longer than the pencil? No, it isn't.					x	
-Adjective TALL and HIGH (measurement) and TALL and HIGH (judgment) *In statements Ex. Peter is five feet tall. He is tall. *In questions Exs. How tall are you? I'm four feet five inches tall. How tall is Peter? Five feet tall.					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Comparative form of adjectives: (TALLER, SHORTER) + THAN *In statements Ex. Mr. Adams is taller than Miss Jones. *In Yes/No questions Ex. Is Lucy (taller, shorter) than Lois? Yes, she is.					x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
VOCABULARY DEVELOPMENT						
Classroom objects					x	
wastebasket chalkboard drawer shelf						
Parts of the house						
apartment balcony bathroom bedroom carport closet garage garden kitchen porch room	dining room living room wall ceiling					
Coins						
penny, cent nickel dime half-dollar quarter						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADE 4	GRADE 5	GRADE 6
Expressions of quantity						
a dozen						
a box						
a package						
a pound						
a quart						
a loaf						
a can						
Numerical						
80 - 100						
fifty - one hundred						
Vending machine areas						
vending machine						
candy						
gum						
popcorn						
candy-bar						
soft drink						
coin slot						
Furniture and appliances						
arm chair						
bathtub						
cupboard						
dresser						
light						
mirror						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
refrigerator shower sink stove toilet washbowl TV set coffee table floor lamp garbage can medicine cabinet						
Activities exercise read comic books rest jump rope ride bicycle jog						
Measurement foot - feet inch						
Weather blow windy rain rainy shine sunny snow cold						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
School subjects						
mathematics (math)						
science						
social studies						
Occupations						
salesperson						
salesman						
saleslady						
cashier						
Stores						
hardware store						
bakery						
clothing store						
department store						
dress shop						
furniture store						
grocery store						
shoe store						
Months of the year						
Ordinal numbers						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
PRONUNCIATION, INTONATION, RECOGNITION AND PRODUCTION OF:						
*Recognition and production of the following sounds						
Exs. /ð/ plumber, brother					x	
/æ/ closet						
/aɪ/ rice						
/θ/ fourth						
/ɪ/ street, breathe						
/o/ clothes						
/ɪ/ did						
/ɪz/ ending in plural forms: noses, peaches						
/ð/ father						
/j/ janitor						
/ɜ/ third						
/ŋ/ /ᵑ/ long, can						
*Intonation and stress						
Exs. thirteen cents thirty cents					x	

COMPOSITION

SKILLS	ATTITUDES AND VALUES	GRADES 1	2	3	4	5	6
-Copy words and sentences accurately	-Pride in preparing neat, legible and attractive written work					x	x
-Write words and sentences accurately using correct word order, capital letters, and punctuation						x	x
-Write words and simple sentences dictated by the teacher						x	x
-Write a short paragraph based on a set of guide questions, using correct word order, capital letters and punctuation (CONTROLLED COMPOSITION)						x	x
-Write a short paragraph based on a picture or any other theme	-Willingness to express ideas in writing					x	x

SIXTH GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
LISTENING, SPEAKING, READING AND WRITING Use of: -Nouns: SPRING, SUMMER, FALL and WINTER as predicate nouns in statements and in answers to questions Ex. The seasons of the year are spring, summer, fall and winter. What are the seasons of the year? Ans.- Spring, summer, fall and winter. Spring is a warm season. -SPRING, SUMMER, FALL and WINTER as adjectives in statements and questions Ex. What are the (spring months, fall months) in Argentina? Ans.- March, April and May. The winter months in Argentina are _ ____, _____ and _____. _____ is a winter month in Canada. (month)	-Desire to know about countries with different climate and weather	-Climate	-Talk about the weather			X X

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-HAS in affirmative and negative statements about the weather Ex. Canada has cool weather in October. Chile doesn't have cool weather in June.						x
-HAVE in YES/NO questions beginning with DOES Ex. Does _____ have cold weather in February? Ans.- Yes, it does No, it doesn't.						x
-S form of verbs COME, BEGIN and END in statements Exs. Labor Day comes in September. Summer vacation begins on June first. It ends on August eighth.						x
-Basic form of COME, BEGIN and END in questions beginning with (WHAT DAY, WHEN) DOES Ex. (What day, When) does Memorial Day come on? On May thirtieth.						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-(GO, WENT) + _____ING form in affirmative and negative statements Ex. I always go camping during summer vacation. I went skiing last winter. I don't go swimming during winter. I didn't go skiing last winter.	-Desire to spend leisure time properly	-Leisure time activities vary according to weather conditions	-Talk about leisure time activities			x
-GO + _____ING form in questions beginning with DID Ex. Did Judy go dancing last Saturday? No, she didn't. Yes, she did.						x
-Basic forms of verbs PUT, TAKE, SHOW, GIVE, ASK, TELL in requests Ex. Ask Sharon her age. Take the bat out of the box. Show us the ball.	-Desire to make and respond to requests properly	-Requests are language functions	-Ask and respond to requests			x
-Past tense of verbs PUT, TAKE, SHOW, GIVE, ASK, TELL in answers to the question: What did(you, Sharon, Paul) do? Ex. She told his her address. I showed you the cap.						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Modifier VERY in statements Ex. He's very (tall, young, etc.)	-Understanding that each individual is unique	-Age -Height	-Describe and compare persons in terms of age, size, etc.			x
-AS (adj.) AS in affirmative and negative statements Ex. Greg is as tall as Barry. Olivia isn't as tall as Bob's.						x
-TALL, SHORT, OLD, YOUNG as single word modifiers in statements Ex. _____ is a tall woman.						x
-HOW + TALL, SHORT, OLD, YOUNG in questions Ex. How tall is Mary? Ans.- She's very tall. She's five feet eleven.						x
-Adverb ONLY in statements Ex. He's only five feet tall.						x
-AS _____ AS in questions (adj.) Ex. Is Ken as tall as Harry? Ans.-No, he isn't. He's shorter.						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
-Basic form of verbs: COME, GO, SIT DOWN, STAND UP in requests Ex. Please, stand up. Come to the board. (Go, Come) back to your seats.	-Willingness to follow instructions adequately		-Following instructions			x
-PAST tense of verbs COME, GO, SIT DOWN and STAND UP in answers to the questions What did _____ do? Ex . They came to the board.						x
-Propositional phrases FROM THE DOOR, TO THE WINDOW, OUT OF THE ROOM, INTO THE ROOM in requests and statements Ex. He walked from the door to the board. He came into the room.	-Willingness to help others by offering precise information	-Location (Place)	-Express location			x
-Superlative form of adjectives: LARGEST, OLDEST, SMALLEST, NEWEST in questions and statements Ex. The largest hotel in San Juan is the _____. What is the largest hotel in San Juan? Ans.- The _____. (noun)	-Pride in describing important sites and building in the community	-Language and culture are closely interrelated	-Compare places in terms of size, height, etc.			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Verb TO HAVE in questions and statements Ex. It has 21 floors. How many (floors) does it have? Twenty-one floors. The _____ Hotel has a coffee shop. Does _____ Hotel have a coffee shop? Ans.- Yes, it does. No, it doesn't.		-Language gives the dimension of preciseness	-Discuss quantity			x
-Verb BUILT in statements and in questions beginning with When Exs. It was built in 1921. When was it built? In 1921.	-Desire to know about the history of famous monuments, buildings and important sites which are part of our cultural heritage	-Time -Place	-Discuss time -Describe buildings			x
-Prepositional phrases: IN THE PENTHOUSE, ON THE MAIN FLOOR in answers to questions Exs. Where is it? It's in the penthouse.						x
-Use of prepositions TO and AFTER in statements telling the time Ex. It's fifteen minutes to eleven.	-Awareness of time and the importance of punctuality in our daily lives	-Time -Punctuality	-Describe time and activities carried out at a specific time in the past or future			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
-Interrogative word WHERE + (WERE, WAS) in questions Ex. Where were you yesterday evening? At home.						x
-WILL + BE in statements and questions Ex. Juan will be at school tomorrow. Where will you be tomorrow? I'll be at the beach.						x
-Possessive -'s ending for nouns: grandson, grand-daughter, nephew and niece Ex. I am Juan Soto's grandson.	-Pride of family roots and sense of belonging	-Family -Community members	-Talk about family and community members and the activities they carry out			x
-The question: WHAT RELATION are Mary and Peter? Ex. What relation are Mary and Peter? They are cousins. They are brother and sister.						x
-S form of verbs: KEEPS, CARRIES, BAKES, DELIVERS, PLAYS, TENDS, TREATS, PAINTS to describe what people do Ex. A porter carries baggage.	-Acknowledge importance of community members and their role in the community	-Occupations	-Talk about the different community members and their occupations			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-S form of verbs: KEEPS, CARRIES, etc. in questions beginning with WHO Ex. Who delivers mail? A mail carrier.						x
-Prepositional phrases in answers to questions beginning with WHERE Ex. Where does the artist work? In a studio.						x
-Prepositional phrases: ON WASHINGTON ROAD (NEXT TO, ACROSS FROM, ABOVE, BELOW) (A, THE) (FURNITURE STORE, CITY HALL, etc.) in statements and questions Ex. The church is across from the City Hall. Where is there a factory? On Kennedy Street. What is next to the City Hall? A hotel.	-Pride in describing important places in the community, location and function	-Location -Function	-Describe places of interest in the community and their location and function			x
-Adjectives: CARELESS, TIMID, CRUEL, SELFISH, RUDE, CAREFUL, BRAVE, KIND, GENEROUS, POLITE, TARDY, PUNCTUAL, LAZY, INDUSTRIOUS in requests and questions Exs. Don't be timid. Be brave. Do you want to be tardy or punctual? I want to be punctual. Does Jack want to be ___ or ___ ? He wants to be ___ .	-Awareness of positive and negative characteristics -Desire to become a better human being	-Positive and negative characteristics -Values	-Describe himself -Describe others			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Adjectives: HUNGRY, THIRSTY, HOT, TIRED, COLD, SICK, WELL in questions and answers. Exs. Is Lisa sick? No, she isn't. She's well. How do you feel? I feel sick. Jack feels sick.	-Show kindness to other people who are in need	-Physical needs	-Describe physical needs or states of being		C	x
-ING form of the verb WEAR in statements Ex. I am wearing a gray silk dress. (He, She, It) is wearing (a yellow straw hat, tan leather shoes).	-Desire to dress neatly and adequately	-Physical grooming -Neatness	-Talk about what he is wearing... what others are wearing			x
-ING form of the verb in questions beginning with WHAT KIND Ex. What kind of pants are you wearing?						x
-Word order of adjectives in series Ex. pink dacron blouse (color) (material)						x
-Basic and § form of verb LIVE in statements and in questions beginning with WHAT KIND Exs. I live in a large wooden apartment building. What kind of condominium do you live in? An old brick one.	-Awareness that home means protection, family life, etc	-Food -Shelter -Quantity	-Talk about his/her house or apartment			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-SOME and ANY in affirmative and negative statements and in questions Exs. There's some juice in the refrigerator. There are some cups in the cupboard. There aren't any spoons in the drawer. Is there any flour in the cupboard? Yes, there is. No, there isn't.	-Awareness of a balanced diet as the key to good health		-Talk about food -Discuss food needs			x
-A LOT OF, A(FEW, LITTLE) in statements and in answers to questions Exs. There's a lot of oranges in the refrigerator. There's a little milk in the bottle. There are a few forks in the drawer. How much meat is there in the freezer? A lot. How many tomatoes are there in the box? A few.						x
-MUCH in negative statements Ex. There isn't much orange juice.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-HOW + infinitives TO (DRIVE, DANCE, TYPE, etc.) in affirmative and negative statements beginning with I (KNOW) and (HE, SHE) (KNOWS) Exs. I know how to drive. I don't know how to swim. Charles doesn't know how to skate.						x
-WANT TO LEARN + INFINITIVE in statements and questions Ex. Beth wants to learn to ski. What do you want to learn to do? I want to learn to swim.	-Desire to learn how to do different things	-Preferences -Wants -Skills	-Talk about things you know and things you want to learn			x
-Past tense of irregular verbs: LOSE, LEND, in statements and questions Exs. I lost a pencil. Did you lose a book? Yes, I did. No, I didn't. Who lost a book? Ken did.						x
-Past tense of irregular verb LEND in statements, requests and questions Exs. Jenny, lend Al a pen. What did Jeanny do? She lent a pen to Al.						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Past tense of irregular verb BORROW + DIRECT OBJECT + FROM ____(noun)____ in statements and questions Exs. He borrowed a pen from Dick. Who borrowed a pen from Dick? Joe did.	-Sharing what we have with others	-Language makes possible social interaction °lending °borrowing	-Borrow and lend something			x
-Word order: VERB + DIRECT OBJECT + INDIRECT OBJECT in requests and answers Exs. (Take, Bring) your notebook to the board. What did you do? We brought our notebooks to the desk.						x
-Word order: VERB + DIRECT OBJECT + INDIRECT OBJECT in statements Ex. The balloon man sells balloons to the people.						x
-Antonyms: Exs. fat-thin pretty-ugly clean-dirty strong-weak dry-wet in statements and questions Ex. The towels are wet.	-Awareness of similarities and differences	-Language conveys shades and degrees of intensity	-To describe and compare persons and objects			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
-Comparative forms of adjectives: FAT, THIN, PRETTY in statements and questions Exs. This dress is prettier than that one. Which shirt is cleaner? (This, That) one.						x
-Comparative qualifiers MORE and LESS in statements and questions Exs. This book is more interesting than that one. Which book is less interesting? This one.						x
-Verb phrase WILL BE in statements and questions Exs. He'll be twelve on May 21. When will you be thirteen? On May 6th. Will you be in Ponce at 10 o'clock? Yes, I will. No, I won't. I'll be at home.	-Awareness of the need of planning for the future	-Language conveys the condition or quality of the future	-Talk about future plans			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-HOW + TO (DRIVE, DANCE, etc) in statements and questions beginning with WHO (KNOWS, DOESN'T KNOW, DIDN'T KNOW) Exs. Who knows how to dance? I do. She does. Who doesn't know how to play chess? I don't.						x
-CAN and COULD in affirmative and negative statements, questions and answers Exs. Can you play tennis? No, I can't. Who can play handball? I can. Could you play tennis last year? No, I couldn't. We can't chew gum in school. Where can we play ball? In the yard. Where can't we play ball? In the school.	-Willingness to try and learn different things	-In language one expression may convey different meanings. can-ability permission	-Talk about things that we can and can not do			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
PRONUNCIATION, INTONATION, RECOGNITION AND PRODUCTION OF:						
-Recognise and produce sounds:						x
Exs. /æ/ hat / ɑ/ hot						
/ɹ/ yard /ʤ/ Jack						
/ɚ/ gardener						
/əʊ/ brave /ɑi/ polite						
/au/ cloudy						
/ɔ/ babes /ɜ/ irene						
/IZ/ erases						
-Intonation and stress						x
°Give proper stress and intonation to requests and statements with prepositional phrases						
Ex. Go back to your seat.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
-Give proper stress to						x
°phrases						
Ex. a són - a grándson						
°three syllable words						
Ex. factory						
°statements with CAN and CAN'T						
Ex. We can chéw gum.						
We cán't chew gum.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
VOCABULARY DEVELOPMENT						
Holidays						x
Independence Day						
Labor Day						
Memorial Day						
New Year's Day						
Three Kings' Day						
Christmas						
Thanksgiving						
Halloween						
Easter						
St. Valentine						
Activities						
GO camping, dancing, fishing, sailing, swimming, jogging, etc.						
Things you need to play baseball						
ball						
bat						
cap						
mask						
glove						
mitt						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
Parts of a hotel						
basement						
restaurant						
floor						
lobby						
penthouse						
beauty, barber, coffee, book, flower shop						
Family names						
cousin						
granddaughter						
grandson						
nephew						
niece						
Occupations						
actor						
artist						
gardener						
guitarist						
pianist						
porter						
violinist						
Musical instruments						
guitar						
piano						
violin						
drum						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
Places						
playground						
beach						
park						
studio						
theater						
dairy						
airport						
concert hall						
post office						
public library						
police station						
city hall						
movie theater						
hospital						
condominium						
building						
apartment building						
-brick						
-stone						
-concrete						
Antonyms						
careless-careful	dry-wet					
timid-brave	exciting-dull					
cruel-kind	fat-thin					
tardy-punctual						
lazy-industrious						
rude-polite						
selfish-generous						
clean-dirty						
difficult-easy						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 4	5	6
Materials						
cotton	silk					
dacron	straw					
leather	wool					
nylon	wood(en)					
rayon	polyester					
Articles of clothing						
t-shirt						
warmers						
leotards						
jeans						
scarf						
warming suit						
sneakers						
Games						
basketball						
football						
bingo						
checkers						
chess						
handball						
hopscotch						
jacks						
monopoly						
tennis						
volleyball						
video games						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES		
				4	5	6
Kitchen utensils						
plate knife spoon fork saucer						

POSITION

SKILLS	ATTITUDES AND VALUES	GRADES 1	2	3	4	5	6
opy words and sentences accurately	-Pride in preparing neat, legible and attractive written work						x
rite words and sentences accurately sing correct word order, capital etters, and punctuation							x
rite words and simple sentences ictated by the teacher							x
rite a short paragraph based on a et of guide questions, using orrect word order, capital letters nd punctuation(CONTROLLED OMPOSITION)							x
rite a short paragraph based on a icture or any other theme,, ncluding the topic sentence and upporting details	-Willingness to express ideas in writing						x

LANGUAGE SCOPE AND SEQUENCE
SECONDARY LEVEL

Junior High School

* * *

Senior High School

INTRODUCTION

I. GENERAL OBJECTIVES

By the end of the twelfth grade the students should have further developed:

1. their ability to understand, speak, read, and write English in accordance with the norms for the secondary school (grades 7-12);

2. habits of using English as a vehicle of communication;

3. appreciation for the culture of the United States and other English-speaking countries.

II. DESCRIPTION

The language scope and sequence for the secondary level consists of five main components: LINGUISTIC SKILLS AND CONTENT, ATTITUDES AND VALUES, CONCEPTS, LANGUAGE FUNCTIONS, and GRADE.

1. LINGUISTIC SKILLS AND CONTENT

Linguistic skills are formulated in terms of two basic elements: the linguistic point and the kind of sentence in which it occurs: question, statement, etc.

2. ATTITUDES AND VALUES

The teaching of English offers the opportunity to clarify values and to develop positive attitudes regarding the learning of English as well as other aspects of human behavior and endeavor. Attitudes and values have been defined taking in consideration the socio-cultural context in which this second language operates.

3. CONCEPTS

A list of concepts which explain in a very simple way how language operates and how the meaning is related and expressed by the forms within the sentence (notions) is presented under this column.

4. LANGUAGE FUNCTIONS

Language functions are language acts; what the students can do through language, in other words, oral communication skills.

5. GRADE

The grade in which a given linguistic skill is initiated is marked under this column.

III. TIME DEVOTED TO ENGLISH

Time, at the secondary level, is distributed in the development of the five areas of competence which are: listening comprehension, oral production, oral and written communication, and reading. The participation of students in contests, plays, choral recitation and other similar activities is encouraged.

At the senior high school levels, special periods within the school year are alloted for the development of oral communication, composition writing, literary analysis, and research skills.

SEVENTH GRADE

LINGUISTIC CONTENT - JUNIOR HIGH SCHOOL LEVEL

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	GRADES 8
LISTENING, SPEAKING, READING AND WRITING:	-Willingness to share experiences and ideas	-An oral message is interpreted according to the listener's varied experiences			
Use of:	-Acceptance of time elements that rule our daily routine	-Language can convey different tenses	Talk about occupations Introduce others	x	
-Affirmative statements with BE Ex. Pillip is a student.	-Acceptance of the power of words and their impact on the listener	-Time gives direction and order to daily activities	-Ask about nationalities	x	
Yes/No questions with BE Ex. Is he American?	-Willingness to share familiar experiences in English	-Language helps establish sex and clarify number	-Describe people, objects, etc. °height °weight	x	
Forms of the verb Be (am, is, are) Ex. I am short. He is tall. We are happy.					
-Plurals of nouns Ex. I am a lawyer. They are lawyers.				x	
-Affirmative short answers with BE Ex. Are you hungry? Yes, I am.				x	
-Negative statements with BE Ex. I'm not Linda Wilson.				x	
-Negative short answers with BE Ex. No, he's not.				x	
				x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS NOTIONS	FUNCTIONS	GRADES 7	8	9
-Alternative questions with BE Ex. Are Edward and Charles brothers or cousins?	-Pride in accomplishment of various tasks for which he/she is ready	-Words an actions convey meaning		x		
-Information questions with BE Ex. (Who, What, Where, How) is he?	-Willingness to use the English language to communicate with others	-Oral language is a tool for communication	-Ask about family relation ships	x		
-The articles A, AN, and THE Ex. The pilot is handsome. A man is on the bus. It's an oye.	-A desire to practice English for improvement	-Background experiences facilitate communication	-Request personal information -Describe a person -Express location (place) -Identify parts of the body	x		
-Articles with singular and plural nouns Ex. The lawyer is intelligent. The lawyers are intelligent.			-Talk about occupations	x		
-Modifiers of nouns Ex. It's an art book.			-Identify and describe things	x		
-The PRESENT PROGRESSIVE tense Ex. She's reading.	-A liking for English as a means of communication	-Words have different functions in a sentence	-Describe activities	x		
-Negative statements in the PRESENT PROGRESSIVE Ex. I'm not eating.				x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Yes/No questions in the PRESENT PROGRESSIVE Ex. Is she reading in the living room?	-Willingness to participate in the daily lesson, in groups and individual practice activities	-Language is a means of communication, of expressing thoughts, ideas and feelings	-Talk about daily routines	x		
-Information questions in the PRESENT PROGRESSIVE Ex. How is he speaking?	-Desire to know and use structures and vocabulary to communicate	-A change in word order implies a change in meaning	-Ask about activities	x		
-Affirmative REQUESTS Ex. Be quiet.	-Awareness of the importance of accuracy when using language for communication					
-Negative REQUESTS Ex. Don't forget the game.			-Make requests -Make negative requests	x x		
-Polite REQUESTS Ex. Please, repeat the number. Repeat the number, please.			-Make polite requests	x		
-OBJECT PRONOUNS Ex. Excuse me. Open them.	-Willingness to express orally ideas and feelings	-Words, phrases and statements convey thoughts	-Respond to a polite request	x		
-Verbs with two OBJECTS Ex. Write him a letter.				x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-The COLORS Exs. red, orange, brown, blue, white, black, gray, purple, green, yellow Ex. The pepper is green.			-Talk about colors -Describe objects, fruit, vegetables and articles of clothing -Express likes and dislikes	x		
-Questions about COLOR Ex. What color is the house?	-Willingness to share feelings and appreciations	-Word combinations can create sensory images		x		
-Regular PRESENT TENSE Ex. They work in an office.	-Pride in using the language in oral and/or written communication	-Words convey number and tense		x		
-Third person singular - the PRESENT TENSE Ex. He reads. She reads It changes.		-Language makes possible the exchange of information -Time gives order to our daily routine	-Express location (place) -Give information -Express time (tense)	x		
-Negative statements in the PRESENT TENSE Ex. She doesn't drink milk.			-Talk about likes and dislikes	x		
-YES/NO questions in the PRESENT TENSE Ex. Do (I, you, we, they) want milk? Does (he, she, it) want milk?			-Ask about wants and needs -Decline a polite request	x		
-Short answers in the PRESENT TENSE Exs. Yes, I do. No, I don't. Yes, (he, she, it) does. No, (he, she, it) doesn't.				x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Days of the week Ex. Sunday, Monday, Tuesday, etc.	-Acceptance of the impact of time in our daily life	-Time gives order to our routines	-Name the days of the week	x		
-DEMONSTRATIVE PRONOUNS in statements Ex. What is this? That is the Museum of Art.			-Identify objects	x		
-Parts of the body Ex. This is a mouth.			-Identify parts of the body	x		
-Irregular PLURALS Ex. child-children			-Identify parts of the body Express number (singular or plural)	x		
-Numbers from 1 to 20 Ex. One, two, three, etc.			-Count and express quantity	x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Statements with THERE IS and THERE ARE				x		
Ex. There is a cat on the table. There are three plates on the table.			Identify animals and express location (place) Identify objects and express location (place)			
-Questions with THERE IS/THERE ARE				x		
Ex. Is there a picture on the wall?						
-Short answers with THERE IS/ THERE ARE				x		
Ex. Yes, there is. No, there isn't.						
Contractions ISN'T/AREN'T				x		
Ex. We aren't working.						
-Possessive ADJECTIVES						
Ex. This is his sister.			Express ownership	x		
Possessive forms of NOUNS						
Ex. This is the girl's friend. These are the men's shirts.			Express ownership	x		
-SUBJECT questions			Ask for identity Express identity	x		
Ex. Who comes after her? Lynn comes after her. What is on the chair? The newspaper is on the chair.			Express location (place)			

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
PRONUNCIATION, RECOGNITION AND PRODUCTION OF:	-Willingness to produce sounds different from sounds of one's own language	-Sound differences convey different meanings				
-Sounds	-Awareness of sounds as clues to meaning					
/ɪ/ as in ship				x		
/ɪy/ as in sheep						
/ɛ/ as in zip						
/s/ as in sip						
/d/ as in day						
/ð/ as in they						
/č/ as in chin						
/š/ as in shin						
-Sounds in contrast:						
/ɪ/ as in ship and /ɪy/ as in sheep				x		
/s/ as in sip and /z/ as in zip						
/d/ as in day and /ð/ as in they						
Third person singular of verbs (s or es)						
/s/ / z/ / ɪz/				x		
speaks has practices						
writes listens memorizes						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Rising intonation in Yes/No questions Ex. Is he home?	-Acceptance of intonation patterns different from one's own language	-Intonation conveys meaning	-Ask for information	x		
-Falling intonation in information questions Ex. Where is he?	-A positive attitude toward different languages		-Ask for location (place)	x		

COMPOSITION

NOTE: The students will develop their compositions according to the linguistic context at grade level or their personal knowledge of the language.

SKILLS	ATTITUDES AND VALUES	GRADES					
		7	8	9	10	11	12
-Write sentences using correctly its different parts and components (subject and predicate, complements, phrases, etc.)	-Willingness to express ideas in writing	x	x	x	x	x	x
-Write words and sentences from dictation	-Desire to improve writing ability	x	x	x	x	x	x
-Write a topic sentence and develop it into a simple paragraph	-Desire to organize ideas so as to communicate clearly and get self-confidence	x	x	x	x	x	x
-Write simple outlines	-Pride in presenting well organized papers	x	x	x	x	x	x
-Narrate a personal experience following a time sequence	-Willingness to share and communicate ideas in writing	x	x	x	x	x	x

EIGHTH GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
LISTENING, SPEAKING, READING AND WRITING:						
Use of:						
-Information questions with DO Ex. Where do you work?	-Willingness to share personal information	-Language makes possible the exchange of information	-Request information -Provide information -Ask and/or talk about occupations -Express likes and dislikes		x	
-Numbers 21 to 100 Ex: There are fifty two weeks in a year.			-Discuss quantity		x	
-WHAT, HOW, WHO in questions Ex. What is the boy's name?	-Acceptance of people with characteristics and behavioral patterns different from one's own	-Language makes possible social interaction	-Ask for personal information -Give personal information Ask for location Express location		x	
-The negative with GOING TO Ex: He's not going to fill my teeth.			-Talk about daily activities -Discuss plans		x	
-Yes/No questions with GOING TO Ex. Is he going to see the dentist?	Willingness to share and accept opinions, ideas and judgements different from one's own	-Language facilitates exchange of thoughts			x	
-Short answers to Yes/No questions with GOING TO Ex. Yes, he is. No, he's not.			-Give information		x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Information questions with GOING TO Ex. Are you going to be here next week? -Short answers to information questions Ex. When? Next August. -Past of BE Ex. I was in San Francisco. -Negative of WAS and WERE Ex. The convention wasn't here. -Yes/No questions with the past of BE Ex. Was the convention here? Short answers with the past of BE Ex. Were you there? Yes, I was. -Information questions with the past of BE Ex. How was it? -Information questions with WHEN Ex. When do you eat lunch? -Time expressions Ex. What time is it? It's two o'clock.	-Desire to communicate personal experiences	-Action words can convey time	-Plan and discuss future activities -Talk about an activity -Describe places -Give information -Request information -Request an opinion -Talk about daily routine -Express needs and wants -Tell the time -Ask and give information		x x x x x x x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Parts of the day Ex. We go to school in the morning.	-Desire to communicate facts about daily activities		-Talk about specific periods of time		x	
	-Willingness to accept duties and responsibilities	-Time gives order and direction to man's activities	-Talk about duties and daily routine			
			-Talk about daily or weekly schedules			
-Months of the year					x	
Ex. January, February			-Talk about time order			
-The future with GOING TO			-Talk about health		x	
Ex. Are you going to see the dentist today?			-Discuss future plans			
-The regular past			-Talk about daily and leisure time activities		x	
Ex. I listened.						
-Yes/No questions in the past			-Ask about activities		x	
Ex. Did you watch television last night?			-Ask for clarification -Provide clarification			
-The irregular past	-A desire to share personal experiences	-Language facilitates the enjoyment of local or national recreational activities	-Respond to questions -Talk about sports		x	
Ex. I went to the football game.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Negative statements in the past Ex. We didn't win. -Short answers with DID and DIDN'T Ex. Yes, I did. No, I didn't. Information questions in the past Ex. What did you do last weekend? -Information questions about the verb phrase Ex. What did you do last weekend? -IN, ON Ex. The lion was in the cage. The pitcher is on the table. -Past Progressive form Ex. He was working. -Negative past progressive form Ex. I wasn't waiting.	-Willingness to accept defeat as well as share the joy of winning -Acceptance of procedures or rules to be followed when getting services -Willingness to help others get services from agencies, institutions, etc.	-Language makes possible social interaction -Time element conveys order -Location facilitates identification -Order facilitates and speeds procedures in our society and economical set-up	-Apologize -Express thanks -Deny or accept facts -Request and/or give information -Ask about daily activities -Talk about daily activities -Talk about location (place) -Request and or give information about "getting your driver's license "visiting the doctor "going to the post office -Respond to a request		x x x x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Yes/No questions in the past progressive					x	
Ex. Was he eating?			-Request information about °daily routines °transportation °educational and recruitional activities			
-Short answers to Yes/No questions in the past progressive					x	
Ex. Yes, I was. No, I wasn't.			-Ask for clarification -Provide clarification			
-Information questions with the past progressive					x	
Ex. What was he doing?			-Ask for information			
	-Willingness to enrich one's language	-Vocabulary expansion increases and enriches communication				
-General questions with HAPPEN					x	
Ex. What happened to you?			-Ask personal information			
-Subject questions					x	
Ex. Who was driving the car?			-Ask for clarification			
Pronunciation, recognition and production of:						
-Contrast /f/ and /v/	-Willingness to listen and produce sounds typical of a particular language	-Sounds, intonation and stress convey meaning			x	
Ex. fan/van	-Willingness to imitate native speakers					

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Sound /b/						
Ex. band					x	
-/ʃ/ sound						
Ex. shin, sharp, Patricia					x	
-Contrast /ʧ/ and /ʃ/						
Ex. chin - shin		-Rhythm and stress convey meaning			x	
-Contrast /b/ ban and /v/ van						
Ex. Beth and Victor have a van. Vivian sings in a band.					x	
-Sound /ɛ/						
Ex. net						
-Sound /ə/					x	
Ex. nut hungry funny lunch					x	
-Contrast /e/ net and /ə/ nut						
-Sound /θ/ ether, theater						
-Contrast /s/ sink and /θ/ thin						

EXPOSITION

NOTE: The students will develop their compositions according to the linguistic contest at grade level or their personal knowledge of the language.

SKILLS	ATTITUDES AND VALUES	GRADES 7	8	9	10	11	12
Write expanded sentences using modifiers and connectors	-Willingness to share ideas in a clear and vivid form		x	x	x	x	x
Write personal notes, friendly letters, and invitations	-Willingness to establish social interaction		x	x	x	x	x
Write a news story following a chronological or topical order	-Desire to order events, ideas, and thoughts to facilitate communication		x	x	x	x	x
Write a short report about a story or book read	-Pride in presenting personal appreciations and or reactions about what one reads to their peers		x	x	x	x	x

NINTH - GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
LISTENING, SPEAKING, READING and WRITING						
Use of:						
-Prepositions (of place) AT, UNDER, ON, IN Ex. He's sitting at the table.	-Acceptance of order that rules our daily routines	-Order and location facilitate identification	-Give information -Express or ask about location			X
-Other prepositions and prepositional phrases IN FRONT OF, IN BACK OF, NEAR, FAR FROM, NEXT TO, and BETWEEN Ex. The car is in front of the train station. The milk is in the glass.						
-ONE, ONES as noun substitutes Ex. I see two boys, a tall one and a short one.	-Willingness to make accurate judgements	-Similarities and differences help describe or identify objects, people, etc.	-Describe people -Identify people			X
-WHICH in questions Ex. Which man is Henry? Which one is Henry?	-Tolerance toward people with characteristics different from one's own		-Identify people -Describe identify objects			X
-USED TO Ex. I used to swim in the school pool. Did you use to swim often?	-Willingness to participate in different kinds of activities	-Activities and habits vary according to needs, likes, preferences, etc.	-Tell and ask about activities -Express likes and dislikes -Talk and ask about habits			X

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Statements with VERB + TO-INFINITIVE Ex. I like to go out.						x
-Other sentences with VERB + TO-INFINITIVE Exs. Does he have to work tonight? Yes, he does. He has to work tonight.	-Acceptance of time element that rules our daily routine -Willingness to assume responsibility	-Time allows humans to plan their activities	-Talk about daily routine -Talk about schedules			x
-HOW MANY and HOW MUCH with count and mass nouns Exs. How many dollars do I need? How much coffee do you want?	-Willingness to accept opinions and judgements different from one's own -Acceptance of results of one's judgements	-Opinions and judgements are personal views	-Express needs and wants -Talk about food and drink -Ask for advice and information			x
-Units of measure with mass nouns Ex. I need two loaves of bread. I bought a pound of cheese.						
-THERE + BE to indicate existence °Present Exs. There's a fountain there. Are there beaches there? °Past Exs. There was an accident on the street. Was there an ambulance there?	-Desire to inquire to get other points of view, ideas, and opinions	-Language conveys ideas, opinions, etc.	-Ask about existence -Deny existence			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-The modal auxiliary CAN Exs. I can lift the chair. I can't lift the sofa.	-Willingness to help others in their daily life	-Language makes social interaction possible	-Express ability -Make a polite request -Respond to a request			x
-The modal auxiliaries WILL, MAY and MIGHT Exs. He'll drink juice tomorrow. (future) May I talk to you in the morning? (permission) I might go out for lunch. (possibility in the present and future)			-Express probability -Request permission -Express possibility -Make and/or accept suggestions			x
-Statements in the affirmative and negative and YES/NO questions with the modal auxiliaries WILL, MAY and MIGHT Exs. I'll go by plane. I won't go first class. May I get up after take-off? I might watch the movie.	-Desire to know and use social niceties from other cultures	-Language forms convey social messages	-Make a polite request -Talk about plans			x
-The modal auxiliary SHALL Ex. Shall we buy a gift for Pete?	-Willingness to accept and/or share suggestions	-Language can convey personal views and needs	-Make suggestions -Ask for approval -Accept or refuse a suggestion			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-The modal auxiliaries SHOULD and MUST Exs. She should rest. Should she listen to the teacher? You must stay in bed Must we come to class on time?	-Desire to accept advice and recommendations -Willingness to evaluate suggestions		-Ask for or give advice -Make recommendations -Express necessity or obligation			x
-Information questions with modal auxiliaries Exs. What shall we buy? Who(m) can you see? Where should we go? How will they come?	-Willingness to make decisions taking into consideration the well being of others		-Ask for or give information -Solicit an opinion			x
-Information questions about the subject Exs. Who might come to the party? My cousin might come.			-Ask for clarification			x
-Questions with WHY and answers with BECAUSE Exs. Why must we be there before six? Because the store closes at six.			-Ask for clarification -Solicit or express a reason or cause			x
-The expression WOULD LIKE TO Exs. Would you like to eat out? Yes, I would. (No, I wouldn't.)	-Willingness to accept social patterns and human behavior different from one's own -Desire to share moods and feelings	-Language makes possible social interaction	-Express likes and dislikes -Make a polite request -Accept or refuse a polite invitation -Express pleasure -Exchange polite greetings, invitations, etc.			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Past meaning of the modal auxiliary COULD Exs. Could you speak English five years ago? Yes, I could. (No, I couldn't.)			-Express ability			
-Polite request meaning of the modal auxiliary COULD Ex. Could you wait for us?			-Make polite requests -Accept or refuse requests			x
-HAD TO Ex. I had to work yesterday.	-Willingness to assume obligations and responsibilities	-Obligations, responsibilities and needs are communicated through language	-State obligations			x
-MUSTN'T and DON'T HAVE TO Exs. I musn't smoke in the elevator. I don't have to work this weekend.			-Express probability -Express needs			x
-Possessive pronouns MINE, YOURS, OURS, THEIRS, HIS and HERS Exs. Is this your book? Yes, It's mine. Is this your hat? No, It's yours.	-Desire to share one's possessions with others	-Ownership	-Ask about ownership -Identify ownership			x
-Ordinal numbers - FIRST, SECOND, etc. Exs. Thursday was the tenth. She lives on twenty-first West thirty-fourth Street.	-Willingness to give precise information as well as follow directions	-Order facilitates location	-Discuss order/quantity			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Use of ANY/SOME Exs. Do you have (any, some) eggs? Yes, I have some. No, I don't have any.			-Ask about quantity -Request for food, articles of clothing, etc.			x
-Indefinite pronouns combining SOME-, ANY-, EVERY-, and NO- with -BODY and -ONE Exs. Can you see someone? No, I can't see anyone. Yes, I see someone.	-Desire to help others in their daily problems	-Language helps clarify or solve problems	-Ask for information °repairs °assistance when shopping			x
-Indefinite pronouns combining SOME-, ANY-, EVERY-, and NO with -THING and -WHERE Exs. She has everything. She doesn't want anything.			-Express needs			x
-Comparison with LIKE, THE SAME AS, DIFFERENT FROM Exs. Her glasses are like mine. Her glasses are the same as mine. His glasses are different from mine.	-Willingness to accept people from other social groups or cultures	-Similarities and differences help identify particular people, objects, etc.	-Describe and compare people, objects, etc.			x
-Comparison with THE SAME...AS, AS...AS Exs. His shoes are the same size as mine. His hat is as expensive as mine.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Idiomatic expressions with AS...AS, LIKE Exs. Norma is as light as a feather. Roger sleeps like a log.	-Willingness to know and use particular expressions of other languages	-Word combinations result in new meanings for the speakers of a particular language	-Describe objects and people			x
-Comparative of adjectives with MORE...THAN Ex. A car is more expensive than a bicycle.	-Desire to judge and accept judgements	-Judgements and appreciations vary according to the speakers background	-Provide information -Describe objects -Express value -Ask for information			x
-Comparatives of adjectives with -ER + THAN Ex. This girl is smarter than that one. My shirt is larger than yours.			-Describe and compare objects, people, etc.			x
-Spelling and forms of adverbs Exs. Please, speak softly. Handle her gently. He's playing happily.			-Make polite requests -Describe people -Give advice			x
-Comparison of adverbs with MORE...THAN, ...-ER THAN Exs. He speaks more clearly than she (does). I speak slower than you do.	-Willingness to accept different alternatives when making decisions	-Social interaction makes life more pleasant	-Compliment someone -Accept compliment -Describe people, objects, etc. -Solicit or express an opinion or judgement			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
-Superlatives with THE MOST... with adjectives and adverbs Exs. He's the most intelligent student in class. ADJ. He speaks the most clearly of all. ADV.						x
-Superlatives with THE...-EST Ex. Who runs the fastest of all the students?						x
-Irregular comperatives and superlatives Exs. Do you feel better today? No, I feel worse. Adam's camera is better. Melvin's camera is the best.	-Willingness to inquire about the well being of others	-Language makes possible personal and social communication	-Ask for someone's health -Ask for or give opinion -Give or ask for information			x
-Comparison with LESS and THE LEAST with adjectives and adverbs Exs. Route one is less convenient than route two. ADJ. Roger is less carefully than Pete. ADV.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 7	8	9
PRONUNCIATION, RECOGNITION AND PRODUCTION OF:	-Awareness of sounds as clues to meaning and tense signal	-Sounds convey meaning and indicate usage	-Give information -Talk about daily routine, etc.			x
Irregular past with the sound /ow/						x
Exs. He broke a window. She sold a car.						
-Irregular past with the sound /ɔ/						x
Exs. I bought two books. They saw Roger.						
-Irregular past with the sound /ey/						x
Exs. I ate cake. I gave some to my brother.						

COMPOSITION

NOTE: The students will develop their compositions according to the linguistic conte t at grade level or their personal knowledge of the language.

SKILLS	ATTITUDES AND VALUES	GRADES 7	8	9	10	11	12
-Write expanded sentences using concrete* language and sensory images	-Desire to share accurate, meaningful and vivid ideas and thoughts			x	x	x	x
-Write a description of a person, object or place	-Willingness to communicate personal appreciations and observations			x	x	x	x
-Prepare an outline	-Desire to order thoughts and ideas -Willingness to accept suggestions -Willingness to present well organized ideas in writing			x	x	x	x
-Develop a theme using an outline	-Willingness to share ideas, thoughts, and experiences with others			x	x	x	x
-Take meaningful notes *daily class *lectures	-Pride in presenting well organized and neat notes						
	-Willingness to prepare and use notes as reference			x	x	x	x

*Simple language devoid of metaphors, similes, symbolism, etc.

TENTH GRADE

LANGUAGE: SCOPE AND SEQUENCE

LINGUISTIC CONTENT - SENIOR HIGH SCHOOL LEVEL

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
LISTENING, SPEAKING, READING AND WRITING Use of: -Statements and questions of comparison using quantifiers a little, much, as much as, less than with MASS NOUNS *a few, many, as many as, fewer than, the fewest with COUNT NOUNS *a lot more, more than, the most with MASS and COUNT NOUNS *quantifiers for comparison with VERBS as much as, more than, less than, the most and the least Exs. Alice studied the most. Peter studied the least. *HOW MUCH + MASS NOUN in questions Ex. How much soup do you want? *HOW MANY + COUNT NOUN in questions Ex. How many strawberries do you want?	-Accept different cultural and behavioral patterns, values and appreciations	-Language can be used to establish similarities and differences *quantity *shape *location	-Discuss quantity -Ask or express location -Describe places -Express needs and wants	x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-ADVERB OF FREQUENCY with BE Ex. He is <u>always</u> late.	-Accept the impact of time element over our daily activities	-Language conveys action and time relationship	-Express time °frequency °duration °tense	x		
-ADVERB of FREQUENCY with VERB other than BE °preceding the main VERB Ex. He <u>always</u> oversleeps. °after <u>not</u> in negative statements Ex. I <u>don't</u> <u>usually</u> oversleep. °after the subject in questions Ex. Does he <u>usually</u> oversleep?			-Give or request information °daily routines °likes, dislikes °habits	x		
-ADVERB of FREQUENCY with modal auxiliaries °between the modal auxiliary and the VERB Ex. You <u>should</u> eat a good breadfast.	-Willingness to accept duties and responsibilities	-Language makes possible social interaction and the expression of ideas	-Express an opinion -Make suggestions	x		
-Questions with EVER Ex. Does it <u>ever</u> rain?				x		
-Answers with ADVERBS of FREQUENCY Ex. Yes, It <u>sometimes</u> rains.				x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-HOW OFTEN and expressions of FREQUENCY Ex. How often do you go shopping? I go twice a week.						
-HOW + EARLY, LATE, FAR, NEAR in questions Ex. How early did you go? How far is the house?	-Accept logical or arbitrary categories established by man	-Allusion to time and measurement help describe things and express ideas	-Ask for and give information °age (time) °frequency (time) °distance °location (place) °weight °height	x		
-HOW questions with numerical answers Ex. How old is he? He's 18 years old.				x		
-IN, ON, AT to indicate time Ex. In December On Saturday At Noon			-Ask for directions	x		
-Order of expressions to indicate PLACE and TIME Ex. PLACE TIME They were at home at noon. He was on the bus at 3:30.				x		
HOW + ADVERB in questions and answers Ex. How much do you weigh? I weigh 100 pounds.				x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-The PRESENT PERFECT tense Ex. I have lived in New York two years. -Common irregular past participles Ex. go went gone -Yes/No questions with the present perfect Ex. Have you seen the movie? No, I haven't. or Yes, I have. -Information questions with the PRESENT PERFECT Ex. What have you seen? -PRESENT PERFECT questions with EVER Ex. Have you ever been to Japan. -OTHER as a NOUN MODIFIER Ex. She read the other story. -OTHER as a NOUN SUBSTITUTE Ex. Mary likes this dress. I like the other. -PAST PARTICIPLE of common irregular verbs Ex. She's seen an opera twice.	-Show tolerance for people with different preferences, experiences and customs.	-Language can convey time, activities and preference relationship.	-Give personal information -Ask for and give information about activities -Express preferences, likes and dislikes -Talk about locations -Talk about schedules -Talk about and describe daily routines -Talk about TV programs, movies, etc.	x x x x x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-SINCE* and FOR* with the PRESENT PERFECT Exs. She has lived in Oregon since January. They have been working for two months.				x		
-ALREADY and YET with the present perfect Exs. Have you eaten lunch yet? Yes, I have eaten lunch already.				x		
-Irregular PAST PARTICIPLES ending in -EN Exs. eat ate eaten break broke broken				x		
-STILL and ANYMORE Exs. Are you still living in Florida? I'm not living there anymore.			-Ask for and provide clarification	x		
-Subordinated sentences that modify nouns Ex. I like songs that tell MAIN CLAUSE SUBJ. about life in the country. SUBORDINATED CLAUSE			-Express likes and dislikes -Express and ask about wants and needs -Talk about music	x		

*SINCE - desde
FOR - durante

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-SUBORDINATED sentences in the OBJECT position Ex. I think that the song is very good. VERB SUBORDINATED CLAUSE OBJECT OF THE VERB			-Express an opinion -Make suggestions	x		
-VERBS with the same simple form, past tense form and past participle Ex. PRES. PAST PAST PART. cut cut cut put put put				x		
-Information questions with WHOSE Ex. Whose ticket is it?			-Ask for and give personal information	x		
-Subordinated sentences °Subordinated sentences with WHOSE Ex. She's the girl whose father works at the embassy.			-Describe objects and people -Discuss travel schedules	x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
Subordinated sentences modifying expressions of TIME and PLACE Ex. I went last week. The store had a sale then. I went last week when the store had a sale.						
Subordinated information questions Ex. Could you tell me when the movie begins?						
Subordinated YES/NO questions Ex. Do you know if this bus goes to Broad Street?						
-Question words + TO (infinitive) Ex. Please tell me what to write.						
-WHO (M) + infinitive phrases that end with a preposition Ex. She'll tell us whom to go with. INF. PREP.			-Ask for and give instructions -Make polite requests	x x		

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-HOW questions and answers				x		
Ex. How did they come? They came by taxi. How will she pay for the blouse? She'll pay for it cash.			-Ask for and give information about:			
			°transportation			
			°schedules			
-BY + ING to answer HOW questions				x		
Ex. How can I go to Florida? By taking a plane.			-Ask or say how much something is or how to pay for it			
PRONUNCIATION, RECOGNITION AND PRODUCTION OF:						
-Adequate intonation and stress	-Awareness of impact of language and stress on meaning	-Changes in intonation and stress convey changes in meaning and/or mood		x		
°Yes/No question patterns of intonation and stress	-Awareness of verbal and non-verbal communication					
Ex. Is he home?	-Willingness to imitate the speech of native speakers in school and elsewhere					
°information question patterns of intonation and stress	-Accept the power of language and its impact on the listener					
Ex. Where is he?	-Accept people and languages different from one's own					
°statement patterns of intonation and stress						
Ex. He's sleeping.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
°sentences with emphasis patterns						
Ex. He's still sleeping!						
-Diacritical marks						
°quotation marks to indicate direct discourse				x		
-Vowel and consonant sounds						
°Irregular PAST of verbs with the /æ/ and /ɛ/ sounds				x		
Exs. drank, ran						
said, left						
°Irregular PAST PARTICIPLE of verbs with the sounds /ɔ/, /ow/ and /ən/						
Exs. bought, taught						
flown, grown						
begun, run						
°Noun with the sounds /uw/, /u/ in contrast						
Exs. pool						
pull						
°Nouns with the sounds /aw/, /ɔ/ in contrast						
Exs. mouth						
moth						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
*Nouns with the consonant sounds /m/, /n/ and /ŋ/ in contrast Exs. sum sun sung *Nouns with the consonant sounds /g/ and /w/ in contrast and the /h/ sound Exs. good wood hood						

COMPOSITION

NOTE: The students will develop their compositions according to the linguistic content at grade level or their personal knowledge of the language.

SKILLS	ATTITUDES AND VALUES	GRADES 7	8	9	10	11	12
-Write expanded and rich sentences using: •synonyms, antonyms, homonyms, and multiple meaning of words •idiomatic expressions •new words acquired through reading and personal experiences	-Willingness to communicate effectively -Desire to share ideas and thoughts in a vivid, meaningful way				x	x	x
-Write a composition following an outline	-Willingness to follow an established order to organize ideas				x	x	x
-Write personal and business letters	-Desire to share personal experiences -Willingness to communicate with the business world				x	x	x
-Fill in and/or complete forms such as: •applications for employment and college •bank and postal money orders	-Desire to present neat, legible and precise forms and applications				x	x	x
-Narrate and/or describe the cause and effects of actions, problems, disasters, etc.	-Desire to use the written language in description or narrative situations -Willingness to analyze situations that affect our daily life				x	x	x

ELEVENTH GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
LISTENING, SPEAKING, READING AND WRITING						
Use of:						
-The expression BECAUSE OF Ex. Because of the weather.	-Willingness to evaluate ideas and appreciations different from one's own.	-Language is so powerful that it can be used to persuade or change the listener's ideas	-Make suggestions °persuation		x	
-TO -infinite phrase of purpose Ex. To relax and enjoy myself.			-Refuse suggestions -Make decisions -Ask and/or talk about			
-VERY/TOO Ex. It was very well organized. It was too far away.	-Awareness and acceptance of arbitrary and/or logical categories established by man	-Allusion to amount and degree can create logical ideas in the listener's mind	°entertainment °work °weather			
-ENOUGH Ex. I have enough money.	-Willing to accept cultural and social impact on language meaning	-Word combinations acquire meaning within a culture	-Express likes and dislikes -Contradict someone -Ask about activities . -Describe activities -Report an incident, such as an accident or robbery			
-Idiomatic expressions such as: °KEEP UP, CATCH UP, PUT OFF, CALL UP, TURN ON, TURN OFF Ex. I study every day to keep up. I have to catch up on the news. Never put off your work! I'm going to call up some friends. Please turn on the lights. We have to turn off the television now.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
*GIVE BACK, GIVE IN, COUNT ON						
Ex. He gave it back.						
He didn't give in to it.						
I can always count on her.						
*BREAK INTO, GET AWAY, GET AWAY WITH, MAKE UP						
Ex. She had to break into the house.						
You're not going to get away with this.						
Make up a real good story.						
*TAKE OFF, CALL OUT, LOOK OUT, LOOK OUT FOR						
Ex. He told us that we shouldn't take off our boots.						
I began to call out her name.						
Look out! It's a snake.						
The guide told us to look out for poisonous snakes.						
*TAKE FOR GRANTED, TURN DOWN, COME UP WITH						
Ex. She took for granted that she would get the job.						
The person who interviewed her, however turned her down for the job.						
He couldn't come up with a good reason.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
*BREAK UP, POINT OUT, WALK OUT ON						
Ex. Carl came in and broke up the fight.						
Timothy pointed out that it was just a cheap pen.						
Are you going to walk out on me without paying for the pen?						
*MAKE FUN OF, GET BACK AT, TAKE IT OUT ON						
Ex. He was upset because some people had made fun of him at the office.						
Now he's thinking of a way to get back at him.						
He'd had a bad day at the office, and now he was taking it out on her.						
*SPEAK UP, KEEP BACK, CARE ABOUT						
Ex. Rose wasn't afraid to speak up when the English teacher asked questions						
She didn't like to keep back her opinions.						
She really cared about poetry.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS NOTIONS	FUNCTIONS	Grades 10	11	12
KEEP OUT, TAKE BACK, LOOK UP TO Ex. I couldn't keep out of it any longer. I thought he was going to take back what he had said. But I have always looked up to him for being so patient with people.						
°LOOK OVER, FILL OUT, FIGURE OUT Ex. Have you looked over the material concerning our company's employment policies. After I finished filling out the application, I gave it back to the interviewer. At first I couldn't figure out the instructions.						
-Prefixes such as: °MIS and RE Ex. miss + use misuse spell misspell read misread re + use reuse read reread write rewrite	-Willingness to analyze language components to get meaning	-Word combinations or inflections convey meaning			x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
°PRE/POST, BI/SEMI and IN-/IM-/IL-/IR-						
Ex. PRE + view - preview						
POST + war - postwar						
BI + weekly - biweekly						
SEMI + annually - semiannually						
IN + visible - invisible						
IM + possible - impossible						
IL + legal - illegal						
IR + replaceable - irreplaceable						
°UN-, DIS-, EN-						
Ex. UN + able - unable						
DIS + appear - disappear						
EN + large - enlarge						
°INTER-, INTRA-, EXTRA-, TRANS-, TELE-						
Ex. INTER + national - international						
INTRA + mural - intramural						
EXTRA + curricular - extracurricular						
TRANS + form - transform						
TELE + phone - telephone						
°OVER-/UNDER-, UP-/DOWN-, IN-/OUT-						
Ex. OVER + charge - overcharge						
UNDER + estimate - underestimate						
UP + stairs - upstairs						
DOWN + hill - downhill						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-SUFFIXES such as:						
-FUL and SHIP					x	
Ex. thank + FUL = thankful care + FUL - careful friend + SHIP - friendship member + SHIP - membership						
-NESS and MENT						
Ex. good + NESS - goodness sad + NESS - sadness agree + MENT - agreement pay + MENT - payment						
-LESS and LY						
Ex. meat + LESS - meatless cheerful + LY - cheerfully						
-ER/-OR and -ABLE/-IBLE						
Ex. work + ER - worker project + OR - projector understand + ABLE understandable cred + IBLE - credible						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-Conjunctions such as: °AND...TOO connecting two affirmative statements Ex. I really appreciate this, and my husband will too. °AND...EITHER connecting two negative statements Ex. Without an address, you can't give it back, and the police can't either. °BUT connecting an affirmative and a negative statement Ex. Most wallets have an address inside, but this one doesn't.	-Accept the power of language and its impact on the listeners	-The choice of words makes possible the expansion of ideas	-Give advice -Solicit an opinion		X	
-IT in the subject position for a delayed TO- infinitive Ex. It's difficult to prove. -IT in the subject position for a delayed TO infinitive introduced by a FOR phrase. Ex. It's difficult for me to explain.	-Willingness to share experiences and ideas	-An oral or written message is interpreted according to the listeners experience	-Settle a dispute -Justify one's behavior -Report what ones' has seen or heard		X	X

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-The infinitive as the object of the verb Ex. We can't let him drown.					X	
-The use of the TO-infinitive after certain verbs Ex. They wanted to take swimming lessons.						
-TO-infinitive or the -ING form of the verb as objects Ex. I don't like going out in groups. / I don't like to go out in groups.					X	
-The ING form of the verb as subject Ex. Figuring out the truth won't be difficult in this case.	-Positive attitude and acceptance of the time elements that rule our daily life	-Words can be used to convey time	-Ask for specific, general and/or detailed information about an incident		X	
-The ING form of the verb as object Ex. I really enjoy being with my friends.						
-The use of the verbs MAKE and DO Ex. I've done the dishes, but I haven't made dinner yet.	-Willingness to accept the particular characteristics or variables of language	-Words can convey special or particular meanings	-Ask about or describe daily activities.		X	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-Adverbs as modifiers of nouns Ex. The boy next to Ann is Mark.	-Desire to use the language in descriptive, creative, expository or narrative situations	-Words can clarify or specify particular characteristics *position or location *frequency	-Identify people -Give or obtain information -Talk about one's daily routine		x	
-Adjectives with the TO-infinitive Ex. Someone else would be delighted to go out with you alone.					x	a

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-Adjectives ending in -ING and -ED Ex. I've always been interested in banking. Banking is very interesting to me.	-Positive attitude toward other person's preferences and decisions	-Words and/or phrases convey time and frequency	-Talk about occupations -Discuss motivations for choosing a career -Make decisions		X	
-Series of adjectives as modifiers of a noun Ex. We're going to those nice new courts near the stadium.						
-Quantifiers as noun substitute Ex. Both of you are telling the truth.	-Positive attitude toward different kinds of arbitrary or logical arrangements	-Words can convey quantity relationship as well as time element	-Discuss quantity -State agreement		X	
-The past perfect tense Ex. I'd already decided not to go.						
-Tense sequence in the past Ex. I broke my arm once right after I'd broken a mirror.					X	
-The passive construction Ex. Doctors are paid very well.					X	
-The passive construction without an agent Ex. Doctors are paid well.					X	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-The order of ordinal and cardinal numbers Ex. You committed fouls in the last two quarters, too.					x	
-The order of numbers and other adjectives Ex. The two best players on the team are Stuart and John.					x	
-Sentences with an IF condition Ex. If you don't keep quiet, we'll lose this game.	-Acceptance of impact of time element in life	-Time and environment may condition life	-Talk about one's daily activities and/or routine -Persuade and/or give advice		x	
-Sentence with an IF condition in the present tense and a main clause in the future tense Ex. If you don't keep quiet, we'll lose this game.	-Willingness to accept opinions different from one's own. -Awareness and acceptance of acts of honesty and justice	-Language can be used to express high abstract ideas such as: honesty and justice	-Express an opinion -Justify one's actions or behavior -Give and/or accept advice		x	
-Contrary-to-fact conditional sentences in the present tense Ex. I wouldn't feel right if we won by cheating.					x	
-Sentence with time clauses Ex. I participated in a lot of extracurricular activities when I was in high school.	-Make decisions taking into consideration the well being of others as well as one's own.		-Conduct and/or participate in an informal or formal interview -Make decisions °job °career °entertainment		x	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-Series of nouns as modifiers of a noun					x	
Ex. Ann is a volunteer hospital worker.						
-Nouns with the suffix -ION						
Ex. translate + ION - translation					x	
PRONUNCIATION, RECOGNITION AND PRODUCTION OF:	-Accept speech and intonation patterns different from one's own language	-Languages may convey meaning through different stress and intonation patterns			x	
-Adequate intonation and stress						
°Statements and questions in contracted form	-Willingness to accept and imitate the speech of native speakers					
Ex. Why can't Alice go? I'll pass the exam.						
°Information question patterns of intonation and stress						
Ex. Why not?						
°Information patterns of intonation and stress						
Ex. Because of the history exam.						
°Sentences with emphasis patterns						
Ex. I'll pass the exam.						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
					x	
-Sounds such as:						
*/ay/ buy and /y/ boy (contrast of two complex vowels)						
Ex. /ay/ high, by, life — /y/ toy, point, coin						
*/-s/ and /-z/ (final consonant clusters with plurals and third person singular verbs)						
Ex. [-ps] stops; [-ts] notes; [-ks] likes						
[-fs] laughs; [-bz] ribs; [-dz] birds						
[-θs] myths; [ðz] clothes; [-gz] dogs						
[-vz] shelves; [-rz] cars; [-lz] girls						
[-mz] games; [-nz] opens; [ŋz] things						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
*/-t/ and /-d/ (Final consonant clusters with regular past and past participle forms)					x	
Ex. [-pt] stopped [-kt] liked						
[-ft] left [-st] crossed						
[-čt] watched [-št] finished						
[-bd] nabbed [-gd] begged						
[-vd] arrived [-zd] closed						
[-ǰd] judged [-ðd] breathed						
[-md] seemed [-nd] opened						
[-ld] called [-rd] considered						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
*Initial cluster with S					x	
Ex. [sk-] school [sp-] space						
[skr-] scream [spl-] split						
[sl-] slow [spr-] spring						
[sm-] smart [st-] start						
[sn-] snow [str-] street						
*Consonants followed by syllabic consonants					x	
Ex. [cl̩] apple [cm̩] mysticism						
[cn̩] button						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
The occurrence of /ə/ or /i/ in unstressed syllables					x	
Ex. /ə/ across the surface / /i/ scientist atomic going						
/ʒ/ jan and /y/ yan (identification and contrast)					x	
Ex. /ʒ/ jet Japan gen / /y/ canyon onion young						
Sound /ž/ -measure -Asia -confusion					x	

COMPOSITION

NOTE: The students will develop their composition according to the linguistic content at grade level or their personal knowledge of the language.

SKILLS	ATTITUDES AND VALUES	GRADES 7	8	9	10	11	12
-Define or classify subjects	-Willingness to accept the particular and common characteristics of our environment and activities					x	x
-Present an opinion and back it with evidence or reasons	-Willingness to express opinions and respect those stated by others					x	x
-Write a series of statements: evidence or reasons and draw the corresponding conclusions	-Desire to present inferences and analyze those presented by others					x	x
-Present a problem and possible solutions	-Desire to study situations that affect society and suggest ideas to improve them					x	x
	-Willingness to accept the responsibility of helping to solve problems in the school, neighborhood or community					x	x
-Write a research paper*							

*ented and college bound students

TWELFTH GRADE

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
LISTENING, SPEAKING, READING AND WRITING						
Use of:						
-IF with contrary-to-fact past conditions Ex. If we'd known that you'd moved in, we would have invited you.	-Willingness to accept different social behaviors	-Language makes social interaction possible	-Introduce oneself -Start a conversation with strangers, new neighbors			x
-IF, UNLESS, and WHETHER OR NOT Ex. The Robards will be pleased <u>if</u> the Shells come for dinner. -The Shells will come to dinner <u>unless</u> Mrs. Shell has made other plans. The Robards will eat tonight <u>whether or not</u> the Shells come.						x
-SHOULD HAVE, WOULD HAVE, and COULD HAVE in contrary-to-fact sentences Exs. They <u>should have invited</u> the Larsons, because the Larsons invited them to their last party. They <u>would have invited</u> the Robards if they'd known they'd already moved into the house. They <u>could have invited</u> those couples, because they had enough room in their house.	-Willingness to evaluate different alternatives when given advice or an opinion	-Language as a tool for human expression	-Give advice -Ask for advice			x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-MUST and MUST HAVE indicating probability Ex. I can't find my keys. I must have lost them again.	-Willingness to accept and/or respect ideas different from one's own	-Language is a means for exchange of information and personal views	-Express an opinion -Accept or refuse a suggestion			x
-MIGHT and MIGHT HAVE indicating possibility Ex. They might be in your other coat. You might have forgotten to take them out of your pocket last night						x
-HAD BETTER, OUGHT, WOULD RATHER used as modal auxiliaries Exs. Hadn't we better get the tickets today? We ought to invite John. Would you rather go alone?						x
-Reflexive pronouns as objects, as emphasizers Exs. Clay has convinced himself that the oyster contains a pearl. Does the writer himself believe he is making a valuable purchase?						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-Requests: Exs. Everybody sit down! Don't you move!						x
-Cause and purpose subordinators: SINCE, BECAUSE, SO THAT, SO Ex. Because electricity is very expensive now, we must learn to conserve it. So (that) you won't waste electricity, turn off the lights when you leave a room.	-Willingness to accept opinions and judgements different from one's own	-Language conveys reasons, opinions, ideas, judgements and thoughts	-Ask and/or give advice -Ask and report specific or detailed information			x
-Sentences related by cause and consequence: SO, THEREFORE, CONSEQUENTLY AS A RESULT, BECAUSE OF THIS, FOR THIS REASON, THUS Ex. Animals are very necessary to us. Therefore we should treat them with respect.						x
-Passives Exs. A baby was trapped in the burning house. The firemen had been called.						x
-Passive with GET Exs. Did he get promoted? Yes, he got promoted.						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-HOW ABOUT, WHAT ABOUT, HOW COME, WHAT IF in informal expressions Ex. How about going fishing with me this weekend? What if it rains?	-Willingness to accept elements of time and order that prevail in our daily life	-Language conveys time relationships and frequency	-Plan a vacation or tour -Make reservations °plane, bus °hotel, restaurant -Talk on the phone -Ask for specific and detailed information			x
-Indirect speech °Change of person in indirect speech Ex. She says, "I usually go by plane." (Direct) She says (that) she usually goes by plane. (Indirect) °Change of tense in indirect speech Ex. She said, "I usually go by plane." (Direct) She said that she usually went by plane. (Indirect)						x
-WISH + subjunctive in contrary-to-fact statements Ex. I wish (that) you were here. Don't you wish that you were there today?						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-AS A MATTER OF FACT, BY THE WAY, IN ANY CASE in sentences Exs. I thought you had finished. No. As a matter of fact, I won't be able to finish today. By the way, have you heard from Omar?	-Willingness to accept responsability for one's behavior	-Language facilitates social interaction	-Apologize -Justify one's behavior -Request information			x
-Present perfect progressive to indicate an action that began in the past and continues in the present Exs. Patricia has been teaching in New York for many years.			-Provide information -Shop for particular item °Ask for prices			x
-Past perfect progressive to indicate an activity that was in progress before some other action in the past Ex. She wanted to see a doctor because she hadn't been feeling well.			-Give and request information about someone's health -Report an incident			x
-Tag questions Ex. That's more than you wanted to spend, isn't it?						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-JUST THE SAME, ON SECOND THOUGHT, TO TELL YOU THE TRUTH in statements and questions Exs. I know I don't have to invite Martha's sister to the party. Just the same, I think it would be a nice gesture. On second thought, I don't think I will invite her, because then I would have to invite Betty's sister too.	-Willingness to express one's ideas and accept the impact they may create	-Language conveys the ideas of the speaker	-Give an opinion -Make suggestions			x
-Negative questions Exs. Aren't you happy with your job? Why shouldn't we ask? Couldn't we make some suggestions to the manager?	-Willingness to express one's own feelings as well as understand the feelings of others	-Language speakers may use a variety of expressions to express inner feelings	-Express feelings and preferences			x
-Exclamation with yes/no question form *Affirmative form Exs. Am I glad! Did he feel good! *Negative form Exs. Hasn't he grown! Wasn't I glad!						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-Exclamations with WHAT and HOW Exs. How nice! How lucky you are! What a good talk! What a fabulous meal!						x
-KEEP IN MIND, MAKE UP ONE'S MIND, CHANGE ONE'S MIND, HAVE ONE'S HEART SET ON , NOT HAVE THE HEART (TO), HAVE A HEART TO HEART TALK (WITH) in statements and questions Exs. Miss Carson had her heart set on getting a promotion. Some people can never make up their minds about what to buy.	-Positive attitude toward the socio-economic set up in which one lives	-Language usage facilitates communication in the world of work	-Make decisions			x
-Verb tense in subordinated sentences °following certain verbs Exs. Julia proposed that we exchange jokes. She insisted that John tell some witty sayings. °following certain adjectives Exs. It's important that a comedian know how to tell a joke.						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-Present progressive for habitual and future reference Exs. You are always telling jokes. Are you sending any of them to the joke-writing contest in the paper?						X
-Future progressive Ex. What will you be sending to the joke-writing contest in the paper?						X
-OVER ONE'S HEAD, KEEP ONE'S HEAD, GO TO ONES-HEAD, NECK AND NECK, BREAK ONE'S NECK, STICK ONE'S NECK OUT in statements and questions Exs. The financial advisor talked over everyone's head. The two runners finished the marathon neck and neck.						X
-Hyphenated modifiers °ending in -ING Ex. The shark is a man-eating animal.	-Desire to be accurate when describing people objects, etc. or when telling events	-Language can convey concrete or abstract meaning	-Describe in detail or give specific characteristics °persons °objects °animals, etc.			X

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
°with past participles Ex. He is a self-educated man. °from noun phrases Ex. She writes right-handed.						
-BY THE SKIN OF ONE'S TEETH, GET ON SOMEONE'S NERVES, LET ONE'S HAIR DOWN, SPLIT HAIRS in statements and questions Exs. I passed the history test by the skin of my teeth. You are getting on my nerves.	-Willingness to accept the consequences of one's behavior	-Language can convey different meanings to different listeners	-Discuss likes and dislikes °daily routine °entertainment -Express feelings -Give opinions			x
-Organizing ideas in sequence of sentences °Use of order words: FIRST, SECOND, THIRD, NEXT, THEN, FINALLY, LAST, LAST OF ALL	-Desire to share moods and feelings	-Language makes possible the expression of human inner feelings	-Talk about °poetry °music °journalism			x
-Relating ideas by addition °Use of relators: ALSO, IN ADDITION, MOREOVER, and FURTHERMORE						x
-Relating an idea as an exception or limitation: BUT, HOWEVER, NEVERTHELESS, and ON THE OTHER HAND						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-CATCH SOMEONE'S EYE, SEE EYE TO EYE, PLAY IT BY EAR, PAY THROUGH THE NOSE, BE UP TO ONE'S EARS in statements and questions Ex. He likes to play everything by ear. He's up to his ears in debt.						x
-Introducing an example using FOR INSTANCE, FOR EXAMPLE Exs. For instance, it needs new laboratory equipment. For example, you can eat less and exercise more.	-Tolerance toward people with ideas, customs and habits different from one's own.	-Language makes possible the exchange of ideas	-Express agreement or disagreement			x
-Introducing a summary or restatement using IN OTHER WORDS, IN A WORD, IN SHORT, TO SUMMARIZE Exs. The sky was a clear blue and the air was warm and fresh. The sun was shining, but it wasn't really hot. In short, it was a beautiful day.						x
-HAVE ONE'S HANDS FULL, PUT ONE'S FOOT IN ONE'S MOUTH, PUT ONE'S FOOT DOWN, OUT OF HAND, COST AN ARM AND A LEG, PULL SOMEONE'S LEG in statements and questions						x

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
-Idiomatic expressions	-Willingness to accept and use cultural variants of the language	-Language speakers combine words creating phrases with special meaning within that particular culture	-Talk or write about			
			°recreational activities			x
°Expressions with GET			°a trip			
			°a favorite book or movie			
GET ACROSS (TO)			°an incident			
GET DOWN			°occupations			
GET ALONG (WITH)			°clothing			
GET THROUGH (WITH)			°food and drinks			
GET AHEAD						
GET BY						
GET IN						
GET OUT (OF)						
GET ON						
GET OFF						
GET INTO						
°Expressions with CALL						x
CALL UP						
CALL BACK						
CALL OFF						
CALL OUT						
CALL ON						
CALL FOR						
BE CALLED AWAY						
°Expressions with GIVE						x
GIVE AWAY						
GIVE BACK						
GIVE IN						
GIVE OFF						
GIVE OUT						
GIVE UP						
GIVE						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
*Expressions with GO				•	•	•
GO ALONG (WITH)				•	•	
GO BY				•	•	
GO ON (WITH)				•	•	
GO UP				•	•	
GO DOWN				•	•	
GO AWAY				•	•	
GO BACK				•	•	
GO INTO				•	•	
*Expressions with PUT				•	•	•
PUT ON				•	•	
PUT DOWN				•	•	
PUT AWAY				•		
PUT OUT				•	•	
PUT OFF				•	•	
PUT UP WITH				•	•	•
*Expressions with TURN				•	•	
TURN UP				•	•	
TURN DOWN				•	•	
TURN IN				•	•	
TURN ON				•	•	
TURN OFF				•	•	
TURN OVER				•	•	
TURN OUT				•	•	
TURN INTO				•	•	
				•	•	
				•	•	
				•	•	
				•	•	
				•	•	

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
Expressions with COME						x
COME IN						
COME OFF						
COME ON						
COME OVER						
COME ACROSS						
COME DOWN WITH						
COME FROM						
*Expressions with KEEP						
KEEP BACK						x
KEEP UP						
KEEP AWAY (FROM)						
KEEP OUT (OF)						
KEEP ON						
KEEP OFF						
*Expressions with TAKE						
TAKE AFTER						x
TAKE DOWN						
TAKE IN						
TAKE OFF						
TAKE ON						
TAKE OVER						
TAKE UP						
*Expressions with LOOK						x
LOOK UP						
LOOK AROUND						
LOOK INTO						
LOOK DOWN ON						
LOOK LIKE						
LOOK FORWARD TO						

LANGUAGE SKILLS	ATTITUDES AND VALUES	CONCEPTS/NOTIONS	FUNCTIONS	GRADES 10	11	12
PRONUNCIATION, RECOGNITION AND PRODUCTION OF:	-Awareness of the impact of intonation on meaning	-Changes in intonation and/or stress convey meaning	-Express emotions -Compliment someone			x
-Intonation and stress in exclamation with Yes/No question forms						
Ex. °Affirmative form						
Am I glad!						
Am I glad!						
°Negative form						
Hasn't he grown!						
Hasn't he grown!						
-Intonation and stress in Yes/No questions						x
Ex. Don't you have a small short-wave radio?						

COMPOSITION

NOTE: The students will develop their compositions according to the linguistic content at grade level or their personal knowledge of the language.

SKILLS	ATTITUDES AND VALUES	GRADES					
		7	8	9	10	11	12
-Write a critical analysis based on material read	-Willingness to express impartial and objective reaction to material read, events, actions, etc.						x
-Write and edit drafts	-Accept and give suggestions to improve written work						x
-Write a précis (abstract or brief summary)	-Pride in presenting clear, precise ideas						x

READING SCOPE AND SEQUENCE

ELEMENTARY AND SECONDARY LEVELS

INTRODUCTION

I. GENERAL OBJECTIVES

The general objectives of English reading instruction are:

1. To develop the pupils' ability to read in accordance with their capacity the materials included in each book.

2. To provide the pupils with progressively broader experiences with English structure and vocabulary through reading.

3. To develop the pupils' ability to use reading effectively as a tool for securing information and as means of recreation.

4. To develop in the pupils an understanding of the socio-cultural background in which English is used.

5. To develop in the pupils a control of reading skills peculiar to English reading.

6. To reinforce the pupils' control of reading and study skills which have been introduced in their vernacular reading program.

7. To relate the pupils' experiences gained through English reading to their experiences gained in other areas of the curriculum.

8. To develop the ability to read in English both to obtain information and to enjoy the literature written in English.

II. DESCRIPTION

The reading scope and sequence consists of the following components: SKILLS, CONCEPTS, VALUES and ATTITUDES and GRADE DISTRIBUTION

1. SKILLS

The scope and sequence consists of a skill-building program in which two types of skills are presented: reading skills which promote reading as such and study skills, which help to develop thinking, association of experience, organization of ideas, etc.

2. CONCEPTS

Concepts listed under this column are related to the nature of language and human behavior. Others are related to the nature of the skill, in itself.

3. VALUES AND ATTITUDES

The reading of simple stories in the elementary level and pieces of literature at the secondary level offers the student the opportunity to clarify values and to develop attitudes which will affect him positively later in life.

4. GRADES DISTRIBUTION

The grade in which each skill is initiated is indicated under this column. Reading is initiated in the third grade so as to give students the opportunity to establish as matter of habit the mechanics of reading in the vernacular. They will also have the opportunity to get a background in oral English before they start reading in the second language.

5. TIME DEVOTED TO ENGLISH

Beginning in the fourth grade the teaching of English consists of two parallel programs: language and reading. The time devoted to reading is approximately 50% of the school year. In the twelfth grade, one third (1/3) of the school year is devoted to reading as such.

READING SCOPE AND SEQUENCE

ENGLISH PROGRAM

READING SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADES DISTRIBUTION											
			3	4	5	6	7	8	9	10	11	12		
Using spelling patterns as clues to pronunciation	-Sounds have a graphic representation	-A liking for the English language and its particular characteristics	x	x	x	x	x	x	x	x	x	x		
Reading sentence patterns as units aloud and silently	-Complete sentences or phrases convey ideas or thoughts	-Desire to express personal experiences	x	x	x	x	x	x	x	x	x	x		
Reading word groups as units aloud and silently	-Complete sentences or phrases convey ideas or thoughts	-Desire to express personal experiences	x	x	x	x	x	x	x	x	x	x		
Reading words as sight vocabulary aloud and silently	-Complete sentences or phrases convey ideas or thoughts	-Desire to express personal experiences	x	x	x	x	x	x	x	x	x	x		
Reading aloud and silently words in which given inflections occur	-Words can convey different meanings or time relationships	-Awareness of the time element that prevails in our daily life	x	x	x	x	x	x	x	x	x	x		
Recognizing printing conventions	-Printing conventions are a graphic representation of the oral language	-Awareness of symbols and their meanings	x	x	x	x	x	x	x	x	x	x		
Reading aloud and silently words in which contractions occur	-Colloquial language differs from formal language		x	x	x	x	x	x	x	x	x	x		
Using cognates as clues to the meaning of new words	-Languages have some common characteristics which facilitate their understanding		x	x	x	x	x	x	x	x	x	x		
Using the Table of Contents	-Logical order facilitates location of information	-Positive attitude toward different kinds of arrangements or order	x	x	x	x	x	x	x	x	x	x		

READING SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADES DISTRIBUTION									
			3	4	5	6	7	8	9	10	11	12
Using pictures as clues to the meaning of new words and to gain experience	-Objects and pictures convey meaning	-A liking for English books, pride in taking care of materials. Willingness to talk in front of others	x	x	x	x	x	x	x	x	x	x
Identifying and recalling details	-Details can affect an idea or message in a selection		x	x	x	x	x	x	x	x	x	x
Identifying, interpreting, and appreciating ethical values	-Individual behavior affects directly or indirectly other individuals or collectivities	-Desire to look into life and ideas and think about them, discuss different points of view, examine values, make personal choice taking into account the well being of others	x	x	x	x	x	x	x	x	x	x
Associating experience with the events and ideas in the selection	-Background experiences or schema are general concepts and experiences that facilitate learning	-Desire to express feelings and experiences. Willingness to share ideas	x	x	x	x	x	x	x	x	x	x
Identifying the important events in the narrative and their sequence	-Actions occur within a logical order and a time frame	-A positive attitude toward the order and time that rule our daily life		x	x	x	x	x	x	x	x	x
Recalling the important events in the narrative and their sequence	-Actions occur within a logical order and a time frame	-Awareness and acceptance of the order and time that we should follow in our daily life		x	x	x	x	x	x	x	x	x
Identifying cause and effect relationships	-A person, thing, fact or condition can bring about an effect, resultant action or state	-A desire to accept responsibility for one's actions and their consequences		x	x	x	x	x	x	x	x	x

READING SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADES DISTRIBUTION									
			3	4	5	6	7	8	9	10	11	12
Alphabetizing and using the Glossary	-Logical order facilitates location of information	-Positive attitude toward different kinds of arrangements or order			x	x	x	x	x	x	x	x
Skimming	-Organizational devices facilitate getting information	-Awareness and acceptance of various organizing methods			x	x	x	x	x	x	x	x
Using context as clues to the meanings of new words	-Known words or phrases that precede or follow an unknown word may suggest a possible meaning for it	-Desire to use acquired experiences to deal with new situations			x	x	x	x	x	x	x	x
Using analysis of word structure as a clue to the meaning of new words	-Components of words reveal their meanings	-Willing to apply knowledge to new situations			x	x	x	x	x	x	x	x
Identifying the main action or idea and supporting details	-Actions as well as ideas have a logical order and categories	-A positive attitude toward the order and relevance of actions, ideas, beliefs, etc. that exist in our thoughts and actions				x	x	x	x	x	x	x
Summarizing	-Ideas can be categorized according to their relevance or importance	-A positive attitude toward the order and relevance of actions, ideas, beliefs, etc. that exist in our thoughts and actions				x	x	x	x	x	x	x
Identifying the author's conclusion	-A reasoned judgement may be implied in a written selection					x	x	x	x	x	x	x
Identifying details that support a conclusion	-Particular facts or items can validate a reasoning					x	x	x	x	x	x	x

READING SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADES DISTRIBUTION										
			3	4	5	6	7	8	9	10	11	12	
Evaluating the author's conclusion	-A reasoned judgement stated in a selection can be interpreted by the readers according to their experiences	-Desire to analyze the author's ideas based one one's own experience					x	x	x	x	x	x	
Drawing conclusions	-A reasoned judgement may be implied in a written selection	-Willing to evaluate and respect other person's ideas					x	x	x	x	x	x	
Using the dictionary	-Logical order facilitates location of information						x	x	x	x	x	x	
Distinguishing between fact and opinion	-Facts are constant ideas or realities accepted as truth while an opinion is a personal view or conviction not founded on complete knowledge	-Positive attitude toward the opinion of others						x	x	x	x	x	
Identifying character traits	-Characters as well as people possess distinguishing qualities or characteristics	-Show tolerance for persons with characteristics and ideas different from one's own						x	x	x	x	x	
Outlining	-Ideas can be categorized according to their relevance and importance	-Willing to examine similar or different alternatives when making decisions						x	x	x	x	x	
Identifying the author's purpose	-A writer has the intention of presenting his ideas or views to provoke a reaction in the reader	-Willing to react to the author's message and relate it to one's life							x	x	x	x	

READING SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADES DISTRIBUTION											
			3	4	5	6	7	8	9	10	11	12		
Identifying and interpreting sensory images	-Allusion to sound form, shape, texture, smell, taste, temperature and/or movement can create an inner or mental picture in the reader	-Show interest in interpreting and using language to express feelings and beauty							x	x	x	x		
Identifying figurative language	-Language has literal meaning as well as imaginative, abstract or deep meaning	-Desire to express one's ideas considering that language can be used to convey different meanings							x	x	x	x		
Identifying elements of the short story (Setting, Character, Plot)									x	x	x	x		

SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADES DISTRIBUTION										
			3	4	5	6	7	8	9	10	11	12	
-Identifying and evaluating conclusions according to the way they are presented in the selection	-A reasoned judgement stated in a written selection can be interpreted by the readers according to their experiences	-Desire to analyze the author's ideas based on one's own experiences							x				
-Story elements (setting, character, plot)	-A writer's thoughts and imagination create incidents similar or parallel to real life	-Show tolerance for persons with different characteristics as well as toward different incidents							x				

SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADES DISTRIBUTION 3	4	5	6	7	8	9	10	11	12
-Identify and study the elements of the short story:	-Events are controlled and conditioned by time, place, spatial environment as well as distinguishing qualities and personalities of the characters	-Show an interest in events and the different kinds of behavior presented in different literary pieces.								x	x	
-analyse the plot and establish its relationship to character and setting												
-describe the characters and their motives	-The behavior of literary characters is similar to that of human beings	-Accept patterns of behavior different or similar to one's own.								x	x	x
-describe setting and its relationship to action	-Time and environment may condition actions	-Positive attitude toward the customs of other social groups								x	x	x
-identify conflict and the forces behind it	-Problems are the product of events, facts and/or possible clashes between or within human beings	-Accept and/or improve one's behavior so as to be prepared to display tolerance for persons with other behavior patterns									x	
-anticipate events and predict outcomes	-A particular incident or circumstance can determine or condition future incidents	-Willing to accept the consequence of one's actions									x	
-Identify different points of view	-Information about characters, setting, etc. can be implied or revealed through exposition or dialogue	-Accepting consequences of behavior involving one's action can provoke a series of negative and/or positive effects or actions.									x	
-Identify such elements of drama as: -setting	-Time, place, spatial environment, and historical moment, condition the actions of the characters	-Desire to analyse the author's judgment based on one's experiences and reach one's conclusions									x	

SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADES DISTRIBUTION 3	4	5	6	7	8	9	10	11	12
-theme	-Ideas, a message or statement about life presented by a playwright may provoke different reactions in the reader.	-Positive attitudes toward the culture and historical events of other countries and their social groups									x	
-character	-The behavior and inner thoughts of characters can be revealed through their actions and speech	-Willing to respond to the author's message by determining how it affects one's self and society									x	
-stage directions	-In drama, precise instructions help create an adequate setting and atmosphere for the events to develop.	-Display tolerance for persons with characteristics different from one's own									x	
-mood	-As in life, drama, can present distinctive atmosphere in which emotions are ascendant.	-Willing to express one's own feelings or moods, as well as recognize and understand the moods and feelings of others									x	
-Identify and analyze the elements of fiction in the short story, the novel, etc. plot, characters, setting, mood, conflict, symbols, etc.	-Man's thoughts and imagination create incidents, events and characters similar or parallel to life.	-Desire to examine life and make personal choices taking into account one's own well being as well as others										x
	-Words can be used to convey meaning to man's abstract thoughts											
-Establish relationships in terms of similarities contrasts and analogies	-There are many objects, processes and principles that have partial or parallel likenesses.	-Willing to evaluate similar and/or different alternatives when making decisions										x

SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADE DISTRIBUTION 3	4	5	6	7	8	9	10	11	12
-Recognize and understand symbolic language similes, metaphors, hyperbole, meiosis, personification, etc.	-Language can be used to either exaggerate or diminish the qualities or characteristic of someone or something	-Desire to express one's thought taking into consideration that language can convey different meanings to the listener										x
-Identify and evaluate the author's conclusion	-A written message is interpreted and evaluated by the reader according to his/her experiencies	-Desire to evaluate the author's message based on one's experience										x
-Identify and understand techniques of plot such as: mystery and suspense, foreshadowing, and flashbacks.	-A writer can create situations loaded with emotions similar or parallel to those in real life.	-Desire to control or channel emotions as well as understand those of others										x
-Distinguish the three major types of conflict: Man VS. Himself Man VS. Man (other man) Man VS. his environment (social or natural)	-Human interaction brings about situations that lead to different types of actions or reactions	-Accept the impact of one's personal behavior -Willing to control one's actions and/or face consequences of one's actions										x
-Identify structural elements of the plot such as: exposition, rising action or complication, turning point or climax, falling action and resolution.	-Human imagination can create situations similar or parallel to life	-Desire to evaluate one's life and make changes -Willing to make personal choices taking into account the well being of others										x

SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADES DISTRIBUTION 3	4	5	6	7	8	9	10	11	12
-Determine the techniques used by the author to delineate his characters: *Through what the characters say and think *Through their actions (what they do) *The way they dress *What other people say about them *Author's description of a character	-Characters as well as human beings, possess and reveal distinctive characteristics, qualities, and behavior patterns	-Willing to make positive changes in one's life and/or behavior as well as to tolerate people with different characteristics and or behaviors										x
-Identify the TONE (author's attitude: humorous, satiric, didactic, ironic, tragic, etc.); the THEME (author's statement about life); and the EFFECT (emotional impact of the story or novel on the reader)	-The author's choice of words can convey different messages and emotions to the readers.	-Display tolerance for ideas different from one's own -Accept and understand the moods and feelings of others										x
-Identify IRONY (the use of words to convey the opposite of their literal meaning) in a novel or story.	-The author's choice of words may indicate a criticism to man, community and/or society.	-Willing to analyze and accept criticisms -Accept the power of language and its impact on either the listener or the reader										x

SKILLS	CONCEPTS	VALUES AND ATTITUDES	GRADE DISTRIBUTION 3	4	5	6	7	8	9	10	11	12
-Identify the POINT OF VIEW used by the author -Omniscient author - knows everyone and everything. -Personal point of view - main character speaks. -Third person	-Different narration techniques allow the reader to either get stated information or infer from what he/she reads.	-Desire to analyze actions, events, behavior, etc. from different perspective -Tolerance toward ideas, social behavior, cultural traits and mores different from one's own										X
-Identify the author's style: DICTION (choice of words, sentence structure, figures of speech); SYMBOLIC LANGUAGE; DIALECT, etc.	-Each literary piece exposes the language skills, experiences and purpose of the author to convey a message.	-Desire to evaluate forms of expression and ideas different from one's own										X
-Identify symbolism: (1) the conventional symbols, such as the cross, the fish, etc. and (2) symbols created by the author	-Language has literal meaning as well as implied meaning acquired through association of characteristics of concrete things or events.	-Willing to accept the power of the word and its relationship to one's experiences										X
-Identify the message in informative reading.	-Written materials convey a message to the reader.	-Desire to evaluate and judge different ideas										X

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